DOCUMENT RESUME

ED 101 376 CS 201 837

AUTHOR	Barker, Glenn; Sorhus, Helen
TITLE	The Importance of Fixed Expressions in Oral Spontaneity; Volumes I-IV.
INSTITUTION	Public Service Commission of Canada, Ottawa (Ontario).
PUB DATE	75
NOTE	614p.
EDRS PRICE	MF-$1.08 HC-$31.10 PLUS POSTAGE
DESCRIPTORS	*Cliches; *English (Second Language); Language Patterns; *Language Research; Language Usage; *Oral English; *Second Language Learning; Standard Spoken Usage

ABSTRACT

This four volume study and report was undertaken to aid students of English as a second language by encouraging them to make use of fixed expression (cliche) as a nonliteral filler when speaking. Over 135,000 words of natural language were examined and a range fixed expressions were isolated and placed into the categories of interjection, circumlocution, quantification, emphasis, and officialese. The research shows that first-language speakers use a fixed expression once in every five words, which results in a comfortable familiarity with their own language in everyday speech. It is concluded in this report that fixed expressions must be taught to second-language learners to give them further self-assurance when speaking English. (TS)

ED101376

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

THE IMPORTANCE OF FIXED EXPRESSIONS IN ORAL SPONTANEITY

When you put it that way, to my mind, we're just
putting words in their mouths, so to speak..

VOLUME I

Glenn Barker

Helen Sorhus

DIRECTORATE OF STUDIES

STAFF DEVELOPMENT BRANCH

PUBLIC SERVICE COMMISSION

CS 201 837

STAFF DEVELOPMENT BRANCH

PUBLIC SERVICE COMMISSION

OTTAWA

REPORT SUBMITTED MARCH 1972

REVISED JANUARY 1975

TABLE OF CONTENTS

(i) ACKNOWLEDGMENTS 3

(ii) ABBREVIATIONS 4

(iii) SCHEMATICA 5

(iv) TABLES 6

(v) EXCERPTS 8

(vi) PREFACE 9

I INTRODUCTION 10

II BACKGROUND 14

III SOURCES 31

IV SEMANTIC CATEGORIES 36

V PROCEDURAL STEPS 42

VI INTERRELATIONSHIPS 75

VII CONCLUSIONS 138

BIBLIOGRAPHY 164

APPENDIX 169

It remains for us before we go into the details of the project itself to acknowledge our debt to those who have assisted us in the pursuit of this study: to Mr. R. Duplantie for the initial concept; to Mr. W.R. Tremaine for acting as editor throughout; and to Miss Rosaline Chiu for her linguistic advice.

Our thanks go to the University students: to Renée Joyal, Barbara Wallace, Colleen Mahoney and Hilary Kemsley who helped with the ground work; to Allan Bennett, Marina Devine, Susan Hampson, Bill McVea, Marie Rouleau and Bernard Proulx who came to the rescue in so many ways; to Mrs. Fraser and her staff for typing and setting up our tables and charts; to Bob Fancy and to our colleagues of the English Curriculum staff who took us through an intensive synectics session near the final lap.

To all of these good people we express our appreciation for this very valuable assistance.

G.B.
H.S.

ABBREVIATIONS

F.E.	Fixed Expressions
2WV	Two Word Verbs
BE +	BE Plus Adjunct

AC	Analogy - Contrast
CI	Circumlocutions
DD	Definite, Decisive, Positive Reaction
ET	Echo - Tag
EM	Emphasis
GC	Greetings - Closings
ID	Idioms
II	Indefinite, Indecisive, Neutral Reaction
IN	Introductory
OF	Officialese
PI	Pause - Interjection
PO	Personal Opinion
PL	Place
QU	Quantification
RQ	Rhetorical Questions
TE	Time Expressions
VE	Vogue Expressions
MF	Mixed Fixed

SCHEMATICS

I PROCEDURAL STEPS.......................... 71

II ITEMS STUDIED............................ 76

III GRAPHICAL COMPARISON - F.E.'s............. 82

IV GRAPHICAL COMPARISON - 2 W.V.'s........... 84

V F.E. PYRAMID............................. 95

VI F.E. FREQUENCY DISTRIBUTION............... 97

VII 2 W.V. FREQUENCY DISTRIBUTION............. 99

VIII EXAMPLE OF RELATED F.E.'s................ 114

IX IDIOMS SHARING THE SAME RANK.............. 127

X TYPES IN EACH SEMANTIC CATEGORY........... 128

XI TOKENS IN EACH SEMANTIC CATEGORY.......... 129

XII BAR GRAPH - CONTRAST OF PI AND ID......... 131

XIII BAR GRAPH - ITEMS STUDIED................ 137

TABLES

I	SECTION C - SOURCES	33
II	ANALYSIS OF MOST COMMON 168 F.E.'s	78
III	ANALYSIS OF TWO-WORD VERBS	80
IV	COMPARISON OF F.E.'s AT VARIOUS LEVELS	81
V	COMPARISON OF 2 W.V.'s AT VARIOUS LEVELS	85
VI	COMPARISON OF SECTION C DATA	86
VII	COMPARISON OF 7 MOST FREQUENT F.E.'s AND SCHONELL	90
VIII	COMPARISON OF RANKS	91
IX	F.E. FREQUENCY DISTRIBUTION	93
X	2 W.V. FREQUENCY DISTRIBUTION	98
XI	F.E. FREQUENCY OF USAGE - TAPE 17A	101
XII	F.E. FREQUENCY OF USAGE - TAPE 17B	102
XIII	F.E. FREQUENCY OF USAGE - TAPE 3	103
XIV	F.E. FREQUENCY OF USAGE - TAPE 29	104
XV	F.E. FREQUENCY OF USAGE - TAPE 30	105
XVI	F.E. FREQUENCY OF USAGE - TAPE 37	106
XVII	INDIVIDUAL USAGE OF F.E.'s - TAPE 3	107
XVIII	INDIVIDUAL USAGE OF F.E.'s - TAPE 23B	108
XIX	INDIVIDUAL USAGE OF F.E.'s - TAPE 29	109
XX	INDIVIDUAL USAGE OF F.E.'s - TAPE 29	110
XXI	INDIVIDUAL USAGE OF F.E.'s - TAPE 30	111
XXII	INDIVIDUAL USAGE OF F.E.'s - TAPE 37	112
XXIII	SUMMARY OF KEY WORDS	116
XXIV	SYNTACTICAL ITEMS	117
XXV	SUMMARY OF SEMANTIC TOKENS	118
XXVI	QUANTIFICATION TOKENS	119
XXVII	OFFICIALESE TOKENS	120

XXVIII GREETINGS - CLOSINGS TOKENS........................ 120
XXIX SEMANTIC TOKEN PERCENTAGES.......................... 121
XXX PERSONAL OPINION TOKENS............................. 122
XXXI VOGUE EXPRESSION TOKENS............................ 122
XXXII RHETORICAL QUESTION TOKENS........................ 122
XXXIII INTRODUCTORY TOKENS.............................. 123
XXXIV IDIOM TOKENS..................................... 123
XXXV SUMMARY OF SEMANTIC TYPES.......................... 124
XXXVI SEMANTIC TYPE PERCENTAGES......................... 125
XXXVII IDIOMS SHARING THE SAME RANK..................... 127
XXXVIII PI FREQUENCY.................................... 130
XXXIX FREQUENCY OF SINGLE ADJUNCTS - 2 W.V.'s........... 133
XL TWO WORD VERB MATRIX................................. 134
XLI FREQUENCY OF MULTIPLE ADJUNCTS - 2 W.V.'s........... 135
XLII COMPARISON OF SECTION AND COMPOSITE DATA.......... 136
XLIII SENTENCE OPENERS................................. 149

EXCERPTS

I STUDENT'S LETTER 145

II AN F.E. TEST.......................... 150

III DIALOGUE.............................. 154

IV NEWSPAPER HEADLINES.................. 159

V NEWSPAPER CARTOON.................... 159

VI AN INTERVIEW......................... 160

VII A SHORT STORY........................ 160

VIII SAMPLES FROM ADVERTISING............ 161

IX A ROCK OPERA......................... 163

X A MODERN PLAY........................ 163

PREFACE

This report attempts to show that the comfortable familiarity first-language speakers have with their own language as evidenced in everyday speech is, to a large extent, the result of their spontaneous use of a wide variety of ossified expressions.

Our research shows that the first-language speaker uses them once in every five words. We believe these expressions should be made available to the second-language learner, something that has not been done deliberately or consistently enough in the past because too many fixed expressions have simply been dismissed as trite. With these frozen expressions, the second-language learner may begin developing that long-sought-after quality, fluency. He too is thereby given time to think, to arrange his thoughts as he speaks; a period for recovery from false starts without embarassment; an increase in comprehension when he realizes that not everything the first-language speaker says is loaded with content; and, perhaps most important of all, a feeling of confidence.

The analysis of a corpus of over one hundred and thirty-one thousand words of natural language has isolated a range of fixed expressions used for such purposes as interjection, circumlocution, quantification, emphasis and officialese.

Instead of labelling these frozen expressions as *shop-worn*, *it is high time* that they were recognized as an aid to the second-language learner, whereby he may emulate the native speaker, using them while he too *marshalls his thoughts*, and prepares his arguments *on the spot in the thick* of oral exchanges.

CHAPTER I

INTRODUCTION

What we have in mind... 20B.62.1

What are fixed expressions? They are clichés. They are used thousands of times every day by Canadian speakers all across the country, and they have been in use for some considerable time. They are trite, but they will still be used thousands of times, again and again, every day until they lose their usefulness. The speaker is not particularly conscious of using them, but if you call his attention to his dependence on fixed expressions, he will agree - if he thinks that is what you want - that he should not use them as often as he does; or if he has been "very well brought up", he might even say he should never use them at all. But neither your disapproval nor his express willingness to abrogate them will cure him of their use. Why not? Neither genius nor simpleton can say anything straight off the cuff until he finds some way to get started. And once started, he must use a second cliché just to hold the floor. Here fixed expressions work for him to perform both these services.

Because of this situation of having nothing ready to say, even when he pauses and does not dare to leave the pause unfilled for fear somebody will stop him before he is finished, he often uses what we call a fixed expression. We define the fixed expression as a symbol, a grouping or a cluster recurring often enough in spoken English to be recognizable - and functional - as a semantic "building block" in daily conversation. Like other fixed expressions, "Well, I'd just like to tell you..." is not to be taken literally.

Nor is the BE plus adjunct, that expression built around the nucleus of the verb BE plus something to complete its promise. "I'm afraid we won't get there in time." does not mean that the speaker is *afraid*; he is simply using a well-known formula to get started; he and all speakers of English use it in the sense of being polite. Of course, not all BE plus adjuncts are included in this study, only those that are not to be taken literally. For example, contrast the literal, "I'm tired after chairing two meetings." with our BE plus adjunct, "I'm sick and tired of all this fuss."

The same kind of definition applies to the two-word verb. It is never literally a verb and a preposition, nor a verb and an adjective, nor a verb and an adverb, nor even a verb plus a particle, permutable or not. It, too, has a figurative, metaphorical or idiomatic meaning; and it is often replaceable by a single-word, classical derivative:

Let's go over these figures together.

Let's examine these figures together.

All three - the fixed expression, the BE plus adjunct and the two-word verb - are "modules" in language, particularly evident in everyday speech. All three "resist being incorporated neatly into paradigms," (Hill 1971:237) but when they are, they must appear as indivisible units, where any analysis into smaller elements would violate their meaning since none of them is to be taken literally. Any substitutions in such paradigms would have to replace each item in its entirety.

In this study, we wish to present observations arising from our analysis of recorded speech. This, we maintain, is natural speech since the speakers did not know the particular use we were going to make of what they said even though all of them knew their words were going out over the air or onto our tape recorders. These observations will show how little any speaker is able to hear himself as others hear him. We therefore ask for a re-evaluation of fixed expressions, a re-appraisal that appreciates the convenience, ease and comfort of *old shoes* in the sense that all of us slip into them without really meaning to, any time we wish to launch a new idea, counter an argument, ask or answer a question, or register a protest. This is habitual, particularly when we have had insufficient time to rehearse what we want to say and must hold the attention of our audience until we can get our utterance ready for our listeners.

Language is a living thing; it cannot be confined by the rules of earlier days. History shows that nobody - nothing can keep it from changing with the times. Some experiments with language will fail and disappear; others will succeed and - perhaps - live forever, or at least as long as they embody what needs to be said.

It is in this context that we present our report since its ultimate aim is to help the student of English as a second language. We submit that we must not expect more of him than we do of the native speaker. He will feel at home with the new language only when we encourage him - and help him - to make use of the same device, the fixed expression, that is such a useful tool to the native speaker.

CHAPTER II

BACKGROUND

There's also the point ... 29-14-10

This investigation into fixed expressions evolved from a simple collection of repetitive expressions found in oral English. The variety and popularity of these expressions soon made it evident that the data would have to be sorted in such a way that it could be applied directly to the teaching of English as a second language.

The need to look at our data in the light of semantic groupings came to our notice as we sought the reasons why these expressions are used, and how they could be introduced into the classroom. Some of the semantic categories could be decided upon by observing the similarities found within our items. Other classifications were tried as a result of the suggestions and observations of many writers.

H.E. Palmer in a report to the Institute for Research in English Teaching stressed the importance of thought associations and word groups. In recommending "a more reasoned approach to vocabulary selection", Palmer felt we should pay more attention to these "constellations." (Schonell 1956:22)

Since the publication of Palmer's report the concept of semantic value has continued to command attention.

By the time this study had begun in 1971, a number of people had given further consideration to this problem of register. From a study of their findings and the recognition of our students' needs it was felt that some of the nuances of the language could be found within the fixed expressions of an oral corpus. A preliminary study of our corpus indicated that there were in fact a great many sequences of words which appeared and reappeared repeatedly. It was apparent that a simple listing of these items would be too long to be useful to second language teachers and program writers. It was therefore decided to divide the items in such a way as to represent the meaning intended by the speaker. Having made this decision it was later found necessary to enlarge the definition of a fixed expression to include single word items which heard as ellipses still belonged within our semantic classications.

In outlining the principles of communication, Stuart Chase wrote that we must find ways to identify with others and to encourage their participation in conversation. He added that while protecting the security of the participants it is also necessary to keep our communication lines open. It is important that individuals be able to communicate their ideas and feelings clearly. With these principles in mind we turned to Johnson and Korzybski for the semantic elements which assist us in communication.

From the basic semantic assumption that the word is not the object, and that the word doesn't represent the object, Wendell Johnson discussed the communication process of leaving out details: abstracting. He noted that the extensionalization principles, set down by Korzybski, serve the function of providing general semantics with a set of working principles. These principles, Korzybski's five extensionalization devices: indexes, dates, et cetera's, hyphens and quotation marks, all contribute to better understanding. In elaborating upon Korzybski's works Wendell Johnson (1946:219) contributed a number of semantic areas for further study. "These additional devices consist of certain types of words: plurals, quantifying terms, actional and operational terms. There are, in addition, conditional terms which indicate the particular context or conditions under which a statement may be valid, terms such as *in our culture* or *in our time*. Also there are terms which express consciousness of projection, such as *to me, appears, seems, as I see it,* etc. Finally, the device of underlining (italics) can be used as an aid in extensionalization". The same author suggested that attention may also be given to self-reference words, terms expressive of "allness" could include such superlatives as *never, all, always, nobody, everyone,* etc. Words of positive evaluation and those of negative evaluation such as *no, don't,* and *dislike* may also be profitably evaluated for their semantic significance.

"The communicative value of a word, slang or not, depends upon the context in which it is used, context in a broad sense, verbal, situational, cultural.... Slang, profanity, and clichés are frequently used without due regard to context, simply because they represent more or less fixed verbal habits". (Johnson 1946: 257) Habitual expressions carry little surface meaning and may therefore appear under almost any circumstance. This customary usage has added to the ubiquitous nature of fixed expressions.

Are there circumstances when we can use clichés legitimately? Are there some clichés which we should direct our students to avoid while at the same time, encourage the use of others? Weller Embler (1954:125) wrote "the trite figure (of speech) is worn out not because it has been used before, but because it cannot bear the burden of new attitudes." In other words we enjoy using figures of speech which relate to the times and to the ideals we presently hold. When times change we no longer wish to hear the figures of speech which were related to the former era. Describing someone as having "godlike qualities" cannot be nearly as appealing in the twentieth century as it was to the early Greeks.

When a metaphor is new and relevant to our present day life we tend to construe the metaphor as a statement of fact. The following example shows how we have "up dated" an analogy which in both its old and newer senses figuratively represents something which appears as a statement of fact.

> "The intricate and highly complex network making up the human nervous system has often been likened to a telephonic organization in which messages are sent out from central offices over the wires of the system to all areas of the organism. ... At the moment, the telephone metaphor is being supplanted by an electronic metaphor in a new system of efficiency called Cybernetics. In this system the mind is likened to a communication system which has its own 'feedback', making possible automatic adjustments between what it imagines to be out there and what is really out there. But what the human nervous system will be likened to a century from now is unpredictable." Embler (1954:130)

As no two things are identical we have a continuing use for analogy. Subtle differences are often revealed through analogies. From our understanding of these differences we may continue on to a better understanding of relationships.

Whitehall (1960) stated that group conjunctions were an expansion of incorporation and the expression of qualification, meaning restriction. In his text Structural Essentials of English he listed the following examples of group conjunctions:

as long as
in as much as
as far as
in so far as
as nearly as
as closely as

as to how
as to what
as to when
as to where
as to which
as to whom
as to why

In our experiment with semantic divisions most expressions of qualification fell into our category of Quantification. Only four of Whitehall's group conjunctions appeared in the corpus. *As long as* and *in as much as* were classified under the Quantification grouping. *As far as* and *in so far as* would have been classified under Quantification had their use in the flow of conversation not indicated that their semantic importance in the corpus was to introduce a statement. Their classification in the Introductory group does not mean that these were not also expressions of Quantification.

Definitions for the word idiom are nearly as numerous as the idioms themselves. Many linguists would consider all of our fixed expressions and two word verbs within their definition.

Although there are strong arguments for such a definition we have adopted a more limited interpretation of the word in order to divide our items semantically in such a way as to make them more readily adaptable to the use of program writers and teachers. Unlike Charles Hockett, we cannot interpret "the King James version of the Bible as a long idiom." With his more encompassing definition of idiom, Hockett's paper on "Idiom Formation" pertains to a large segment of fixed expressions which we have classified outside of the idiom category.

Hockett discusses the derivational, inflectional, syntactical and grammatical relationships observable in the formation of idioms. He states that "the productivity of any pattern - derivational, inflectional, or syntactical - is the relative freedom with which speakers coin new grammatical forms by it ... . We also find that, the less productive a pattern is, the more likely it is that if a new form does get coined by the pattern it will have idiomatic value." (Hockett 1956:225)

Throughout our investigation into fixed expressions we were particularly aided and guided by the Australian report of Professor F. J. Schonell and Dr. I. G. Meddleton. Their "Study of the Oral Vocabulary of Adults" was primarily concerned with establishing the most frequently used words of the Australian worker. As the material was to be used in preparing English courses for immigrants the research team spent a portion of its time collecting everyday expressions commonly used by adults at work, at home and in other commonplace situations.

In defining "Idiom" the Australian report cited and summarized the definitions of a number of authorities. They concluded their analysis of the definition with the following comment:

> "As it was not possible to work within the framework of a universally accepted definition of idiom, a collection has been made in this study of common collocations and phrases likely to be met by a person learning to speak English in an Australian setting. Some of the examples, e.g., 'You know', 'You see what I mean', may not occur in other idiom lists, but in the recordings of speech obtained during the investigation their frequencies are very high. It is important that migrants should know of their existence and how they are used, because a conversation liberally sprinkled with such phrases would be practically unintelligible to a foreigner learning English." (Schonell 1956:64)

This report does not share the same definition for the word idiom, but it does seek to establish and enlarge upon the same kind of information. There are few idioms in the Schonell definition which could not be classified within this report's eighteen semantic categories, or its two-word-verb and BE-plus-adjunct lists.

The ten commonest idioms listed in the Schonell report were as follows:

1.	You Know	(frequency 1,599)
2.	Used to	(frequency 803)
3.	Of course	(frequency 567)
4.	You see	(frequency 545)
5.	I think	(frequency 536)
6.	Up there	(frequency 506)
7.	About (seventeen)	(frequency 451)
8.	Down there	(frequency 441)
9.	I don't know	(frequency 335)
10.	That's right	(frequency 321)

In comparison with our data, the Schonell material indicates that *up there* and *down there* are a great deal more popular in Australia. The high frequency of *about (seventeen)* may indicate a further geographical preference for this expression.

In the light of our definition of a fixed expression it was felt that *used to* was basically a structural unit containing little semantic value other than its being a marker of tense. Although *used to* was not collected for the purposes of this report it was noted that it rarely occurred in our corpus.

In summarizing their work on idioms the Australian report stated: "Altogether, 7,654 different idioms were recorded and they were used 29,975 times throughout the whole sample. As there were 512,647 words in the sample, this is an average of one idiomatic usage every seventeen words." (Schonell 1956:68)

In an attempt to define and to show how idioms may be taught, R.J. Wingfield (1968) divided idioms into four broad divisions. Once again we must look at the use of the word idiom in a context wide enough to include most of the items dealt with in our report. Many two-word verbs and idioms are included within his First Division which historically may have been "culture-bound" but which must now be accepted as part of the language's lexical core. *Short cut, paid tribute*, and *by the way* are given as examples. Most of our fixed expressions, exclusive of our idiom classification, would fall within this division. Students, Wingfield suggests, should be exposed to, and required to make use of, the idioms within this classification.

In the next two divisions Wingfield writes that we may expose our second language learners to the idioms without demanding that they reproduce them. Division Two includes "strongly metaphorical idioms which, though to some extent culture-bourd, present little communication difficulty." Wingfield (1968:232) "He lost his head completely." and "Please fill me in on the details." are given as examples. His Third Division is also strongly metaphorical but here the learner may have to know something about the social or professional activity referred to in the metaphor. As examples Wingfield gives idioms based on conjuring, wrestling and bullfighting: "I know you've got something else up your sleeve." "There were no holds barred." "He saw red."

Wingfield's Fourth Division includes many two-word verbs and idioms which may be considered as colloquialisms. These are the "idioms which are culture-bound to one or more language variants and would tend to sound out of place and be misunderstood if used in other variants." e.g. "She stood me up." "She told me she couldn't stand him." Wingfield (1968:232) As second language learners have the greatest difficulty with the culture-bound idiom we should concentrate our teaching on the understanding rather than the active use of this last division. An artificial introduction of culture-bound idioms will not be as successful as the student's own motivation to learn idioms relevant to his own needs.

In his paper "English Idiom: The Second Language", Frank Parkinson points out the dangers of using an idiom in an inappropriate situation. As a remedy to this situation he suggests that all idioms in a list should be numbered to indicate the register where the idioms may be safely used. In English Idioms James Dixon attempts to show how the native speaker perceives the nuance of an idiom. Dixon codes each idiom (P), (C), (F) or (S) to indicate that it made be used in a situation which is either Prose (formal), Conversational, Familiar or Slang.

Neither Dixon nor Parkinson deal with the possibility of an idiom changing its degree of acceptability in one or more different registers. With the impact of our present day media new idioms and expressions sweep into the language. *Fuddle Duddle*, an idiom of current popularity, may be accepted in more circumstances today than at some time in the future.

Sandor S. Feldman has used Semantics in his work as a psychoanalyst. Feldman (1969:9) quotes Edward Krapf, "It is a mistake to consider only what the patient says and not how he says it: the form of linguistic expression is just as worthy of psychoanalytic research as its content." By looking at "mannerisms of speech," Feldman feels he is able to observe why and how a psychological symptom came into existence. His many examples of "linguistic ticks" fall within our definition of fixed expressions. *By the way, Of course, I think, You see* are some of these examples which Feldman says spoil "the smooth flow of conversation."

Whether these expressions either spoil or contribute to the flow of conversation, it is worthwhile noting that there are many psychological factors which may contribute to the use of certain expressions. In our report we have classified *you know* under the semantic category of "Pause-Interjection". As this item represents 6% of our total fixed expressions, it is worthwhile looking at some of the reasons Feldman gives for its occurrence.

From the psychological point of view Feldman claims two legitimate uses for *you know*. First of all, it is commonly used when a speaker wishes to save time. This particular verbal mannerism can also indicate that as the speaker is having difficulty in explaining himself he would like his listener to fill in the details. The writers of this report maintain that there is at least a further legitimate use in that many speakers use this expression in order to give themselves an opportunity to organize their thoughts.

Among the motivations for the use of *You know*, Feldman enumerated the following. (1) Some speakers use *you know* to conceal the whole truth. (2) In other situations it may be used to cover up the possibility that the speaker is interpreted as "talking down", or (3) saying something that is already well known. (4) *You know* may be used if the speaker has a great desire to be well liked, or (5) is afraid that he will not hold his audience. (6) The desire not to offend someone may be a cause for *you know*. (7) It is also used to extract undeserving recognition. (8) What you really feel may remain hidden with the mannerism. (9) The same expression may indicate that its user expects others to be interested in the speaker's life. (10) Still others will use it in the sense of "Let me remain a child - you know everything". (11) It can serve the purpose of telling someone that he must accept the truth of what the speaker has said. (12) A vicious use of the expression is evident in the manager's comment, "You need this job and you know that I know you do". (13) Advertisers may use *you know* as they pretend not to impose themselves upon the buyer. (14) Its versatility extends itself to eliminating the possibility of withholding secrets, (15) to trapping agreement and (16) as a defence against criticism.

While Feldman used fixed expressions for analytical purposes Householder (1959:232) indicated the possibility of building up another type of grammar which would "generate more or less meaningful sequences shorter than sentences - 'words' or the like, depending in part on the nature of the language and could be called 'morphological grammar' or 'idiom grammar'." In the same paper Householder emphasizes that "we produce new sentences constantly without any restraint of self-consciousness, but new words or idioms of many varieties only rarely...and often apologetically or with comment from our interlocutors. Still such new words are not wholly unpredictable." (Householder 1959:233) The stability of these blocks of words became apparent when we examined our transcriptions. In the context of the situation the transcribers always had the feeling that these items had never been altered beyond the point that the audience did not immediately recognize the root source of the fixed expression.

In looking at ways in which we use language, it is necessary to carefully examine the components of register. Halliday (1968:139) subdivided and defined register under three divisions: field, mode and style of discourse. In the field of discourse we are concerned about the topic. The mode refers to the manner in which the topic is being treated. Within our corpus we have a number of topics but all of them fall within the spoken mode of discourse.

Style of discourse refers to the relationships found among the participants. In order to see if it is possible to distinguish different styles of speech, the fixed expression corpus was divided into three sections. Section A represents a single field of discourse recorded in a formal situation. The material gathered for Section B shared the same field of discourse but was taped under more informal circumstances. Section C represents Varied fields and styles of discourse.

It is worthwhile at this point to note some views concerning markers of formality. There is disagreement as to how much information can be established by contrasting formal and informal styles. Halliday (1968:154) who prefers to classify these two styles as "colloquial" and "polite" made the following comment:

> "This dimension is unlikely ever to yield clearly defined, discrete registers. It is best treated as a cline, and various more delicate cuts have been suggested, with categories such as 'casual', 'intimate', and 'deferential'. But until we know more about how the formal properties of language vary with style, such categories are arbitrary and provisional."

Geertz (1969:289) observes that "Politeness is something one directs towards others; one surrounds the other with a wall of behavioral formality." In his study, formality is shown in order to return politeness to someone of an equal social standing, or to show deference to someone of a higher rank. In the latter case, the speaker does not expect that his politeness will be reciprocated.

With the continuing migration of people into urban areas John Gumperz states that there is a "fluidity of roles and statuses" which makes for a homogeneity of speech. "The language distance between casual and non-casual speech is relatively small and control of the non-casual style does not seem to be confined to a particular group." Gumperz (1968:466).

BEST COPY AVAILABLE

In discussing informal style Ervin-Tripp noted that W. Labov felt that a more formal style would be used during an interview situation. Ervin-Tripp (1967:44) said further that Labov "found that when channel cues (changes in tempo, pitch range, volume or rate of breathing) indicated a change to casual or spontaneous speech within a speech episode, the phonological features changed. In the examples illustrating the shifts, lexicon and syntax changed too."

Moving from a ceremonial to an informal situation, Ervin-Tripp observed that there is less and less elaboration and more and more abbreviation. In-group communication shows informality by ellipsis and more rapid speech. Semantic compression is not common in the more formal, "culturally valued situations and relationships."

In his paper "The Isolation of Styles" Martin Joos itemizes five styles: the intimate, casual, consultative, formal and frozen. He treats the casual and consultative styles as forming a colloquial or informal style.

He describes the consultative style as being chiefly made up of negative markers. "It is marked, so to say, by the absence of all those markers which are characteristic of the other styles individually. Still, a few positive markers of consultative style can be listed. By far the most conspicuous is the use, at fairly regular intervals, of brief insertion of speech by the person who is playing

BEST COPY AVAILABLE

the role of 'listener'. These insertions nearly all belong to the list *yes, that's right, oh, I see, yeah, unhunh, o-oh, yes I know, well,* (the last being used to reverse the roles between speaker and listener, so that it is not exactly an insertion). Other positive markers of the consultative styles are the all-purpose noun 'thing', the all-purpose preposition 'on', the measure-approximators 'about' and 'or so' which protect fluency." Joos (1968:189)

Casual style is identified as having five major features. This part of the Joos description of informality recognizes the presence of ellipsis, slang, and the absence of a subject at the beginning of a sentence. He finds that a conjugating auxiliary may be absent and that this style is marked with a minimum of stress. As examples of casual style Joos notes the missing subject: "Bought it yesterday." and the absent auxiliary: "Leaving?" "Seen John lately?"

Joos notes that formality may be marked by *may* for the more informal *might* or *can*. *Should* marks the formal style in contrast to the more colloquial *ought to*. "From whom did you get it?" is an example of a latinism denoting formal speech. *For* and *for the purpose of* are given as contrasting examples of informal and formal styles, the latter marked by circumlocution. Further to his comments on the formal style Joos (1968:190) writes:

> "Formal speech discourages those insertions by which a consultative listener keeps the speaker informed of the effectiveness of his speech. Therefore, formal speech cannot be automatic, as colloquial speech easily may be; formal discourse is always clumsy unless the speaker has been thoroughly trained and watches himself

> carefully. Accordingly, formal speech is little used for socially important purposes; it is pretty well restricted to the imparting of information, a rather anti-social act."

The final area of study looks at semantics as the base component of language. Referring to James McCawley's consideration of deep structures Crystal (1971:235) wrote "What he suggests is that the traditional approach to syntax, both by generative grammarians and others, which leaves semantic problems until 'later', has led linguists to ignore the overall view of linguistic structure, and thus not ask the question, without preconceptions, whether a two fold splitting up of the area between syntax and semantics is justifiable."

Charles Fillmore has carried semantics to a point where he designates it as the base component of grammar. Crystal (1971:238) in summarizing Fillmore's view, stated "the form of grammar has now become one in which semantic information is considered prior to the syntactic, as the following diagram shows. Meanings (that is, semantic representations) are generated first and these are then correlated with sentence structures via syntactic and other rules.

Initial element
↓
Semantic Component
↓
Transformational Component
↓
Surface Structures

CHAPTER III

Sources

Right from the start. 22A-38-2

THE CORPUS

Some 303 speakers contributed to the 131,536 words which comprise the fixed expression corpus. In gathering the material for this spontaneous speech of adult Canadians it was found that 30 different topics had been recorded. For analytical purposes this material was divided into Sections A, B and C.

SECTION A

Section A represents 29,390 words or 22.3% of the corpus. Although the material for this section was recorded with different people at different times, all of the tapes share the same topic: "Language Teaching and Learning".

An equally important similarity was the attempt to create a formal situation during the eight different taping sessions. All twenty-eight of the managerial and professional employees who participated in these half hour tapes were native born English speaking Canadians working for the federal government in Ottawa.

SECTION B

In contrast to the formal tapes we have eight recordings which the moderator tried to set up in a more informal way. These informal tapes, of Section B, represent 22,933 words or 17.4% of the corpus. Both Sections A and B shared the same topic. Except for the presence of a formalizing agent in each of the taping sessions of Section A, the participants in Section

B were the same. See Appendix I for a description of the technique used in recording Sections A and B.

SECTION C

Section C's 79,213 words or 60.3% of the corpus is as varied as its fields and styles. Here we have 275 speakers dealing with 29 topics. As this part of the corpus was largely taped from radio and television we have a sampling of everyday speech as it is spoken in various regions of the country. See Table I, page 33, for a summary of the sources used in Section C.

TABLE I

SECTION C - SOURCES

TAPE	TITLE	TOPIC	MEDIA	FORM	PARTICIPANTS
1	National Capital Commission	Regional Government	videotape	public meeting	elected officials, residents, town planners
2	Between Ourselves	pilots discuss flying in Canada	radio	conversation	airline pilots
3	Task Force on Sport	Suggestion for the improvement of sport in Canada	radio	interview	government officials, sport buffs
4	Under Attack	homosexuality	videotape	panel discussion	university students, MC
6	Balance & Biosphere	pollution, population explosion lack of natural resources	radio	Man-in-the-Street interviews	varied
8	A Taxing proposition	The White Paper on Taxation	television	government officials & man-in the-street interviews	a Cross Section of public & official opinion
10	Kitsch	reviewing a book on "bad taste"	radio	informal discussion	an artist, interviewer
12	Americanization of Canada	opposing views on U.S. $ in Canada	radio	serious discussion	authors, publishers, economic consultants

SECTION C - SOURCES

TAPE	TITLE	TOPIC	MEDIA	FORM	PARTICIPANTS
14	Green Line	wage & price controls, inflation sterilization	radio	telephone conversations	housewives, radio announcer
15	Sterilization	Welfare payments & birth control	radio	telephone conversations	welfare recipients, housewives, radio announcer
27	Radio Free Friday	Forced sterilization for the poor	radio	telephone conversation	elected official, welfare recipients, radio announcer
28	Education in Newfoundland	problems, fears, warnings, projects	radio	serious comments	teachers, parents, students, announcer
29	The Eternal Triangle	the "other" woman	radio	telephone conversation	announcer, MC, housewives
30	Guidance Counsellors Conference	results of counsellors visit to industries	tape	meeting	guidance counsellors, industrial & governmental representatives
31	The Work Lottery	how people find their jobs	radio	serious interviews	executives, a senior government official, unemployed "drop-outs"

SECTION C - SOURCES

TAPE	TITLE	TOPIC	MEDIA	FORM	PARTICIPANTS
32	The Chief Offender	pollution	radio	studio & Man-in-the-Street interviews	professors, clergyman, students, passers-by
33	The Bill of Rights	comparisons with other countries & federal-provincial rights	radio	serious discussion	professors, law student
34	Doing Your Own Thing	work	radio	serious interviews	interviewer, chartered accountant, writer
35	Urbanization in the Third World	city growth in India, Africa, South America	radio	serious interviews	producer, professors
36	The Non-Medical Use of Drugs	drugs	radio	technical discussions	cabinet minister, government scientists, doctor
37	Hockey Coach	a bilingual coach, the mayor's salary	radio	telephone conversations	a large cross-section
38	Open House	STAL runway, car insurance, MP'S salaries, wheat sales	radio	telephone conversations	chiefly non-technical people

IV. SEMANTIC CATEGORIES

Now what do I mean by that? 3.68.6

Wendell Johnson in his chapter "The World of Not-Words" (1946:91) says, "... words are defined by each other" and because we have discovered that "... a word 'means' something more than other words" we are not quite satisfied with just dictionary definitions. We have come to the conclusion that a definition, like "a fact - is useful, or dependable, to the degree that other persons agree with you concerning it." Thus, definitions, too, become "a matter of social agreement." So that all of us will be talking as much as possible about the same semantic categories, we have not hesitated to fall back on the very labels we have all become familiar with from early days in composition and grammar.

ANALOGY - CONTRAST: These units are used to make comparisons marking degrees by which things or conditions are alike or different, i.e. *better off* and *more or less.*

CIRCUMLOCUTIONS: These chunks of language take the apparently long road round to find the shortest way home in the search for the right word in the right place. These expressions are useful stalls in this search. We might not want to teach students to say, *The best way I can answer that is to say this, that ...* , but we believe it would be profitable for them to be aware of how it is used.

DEFINITE, DECISIVE, POSITIVE REACTION: These units are few in number since the very nature of frozen expressions tends rather to beat about the bush, to be noncommittal while the speaker reaches for words. These are therefore more like strong interjections, almost reflex reactions, where the speaker may be as surprised as the audience at his sudden burst of honest feeling where he commits himself for or against something. "Positive" here means committed as opposed to neutral. The ring in the voice corroborates, *It's quite meaningless!* and *It's A one!*

ECHO - TAG: As the speaker, almost unconsciously, tries one device after another in his efforts to hold the floor, he seems to feel here is a good place for making his listener an ally by using such tags as, *aren't you?* In our corpus these almost rhetorical tags were usually represented by their Canadian equivalent - *eh?* The echo may appear in words like "such" and "so" as in *Very much so* where everything that has led up to the present situation is now neatly brought back to the listener's attention.

EMPHASIS: In this classification it is perhaps more evident than in any of the others that we cannot escape the cliché tag when we are trying to define these semantic groupings. Listening to the tape and hearing the stress and the pitch and the pause made the old label EMPHASIS come alive once more, especially when it applied to such a fixed expression as *all over again* or *first of all.*

GREETINGS - CLOSINGS: These standard niceties of beginning and ending social contacts, whether between two or large numbers of people, have probably always been recognized as frozen formulae. And that is all the label means here, a reminder that they are still set patterns even when *Good afternoon!* is rephrased as *Hi!* or *So long!* depending, of course, upon the context.

IDIOMS are metaphors or other figures of speech, old enough to be accepted as such, and useful whenever we want to paint a picture with words. And speakers cannot resist playing with the well-known ones, even when there is no improvement: *I have a bad taste in my [memory]*.

INDEFINITE, INDECISIVE, NEUTRAL REACTION: In conversation when we do not wish to commit ourselves, but when we do not want to discourage the speaker, we often resort to such ploys as, *How interesting!* even when we may not mean that at all. We don't apparently feel like liars even when we say, *You've got a point there.* or *You're so right!* without meaning anything more than to express sympathy and encouragement.

INTRODUCTORY represents fixed expressions that help the speaker to launch a point, to break in on a conversation or to introduce a new slant by means of such expressions as *like, for example* and *take, for instance.*

OFFICIALESE is an in-group set of fixed expressions, typical of government and big-business language, i.e. *off the job, on the Board* and *adequate administrative back-up.*

PAUSE - INTERJECTION: In his search for suitable words, the speaker sometimes seems to feel the need to stop or interrupt the flow of words, even when they are his own, as in *Hold it!* and *and, in other words ...* .

PERSONAL OPINION: Here intonation and assurance in the voice on the tape tell us that the speaker wants to take a stand, actually express himself, as in *It's my personal opinion that ...* and *For me anyway ...* .

PLACE expresses universal locatives in such convenient packages as *out West, on the prairies* and *at home.*

QUANTIFICATION has the meaning of measurement of anything and everything in rather abstract and indefinite terms, running the full scale from *just a little bit of ...* to *a great deal of* and *lots* without being any more literal than any other fixed expression.

RHETORICAL QUESTION, much like its abbreviated relative, ECHO - TAG, is a question the questioner neither expects nor wants answered by any other than himself at the time of asking, i.e. *Now is it not true ...? Why in the world ...?*

TIME EXPRESSIONS refer to dates and hours either specifically or approximately without the speaker expecting to be taken literally, as in *at the present time* and *a little while ago*.

VOGUE EXPRESSIONS is a loose term for currently popular expressions including slang, which may - or may not - receive sufficient recognition some day to be considered idiomatic, such as *doing your own thing* and *get with it*.

MIXED FIXED: No matter how we classified and filtered and strained and pushed, there still remained a curious lot of items that simply would not fit in anywhere, and still their incidence was high enough to make us see them as fixed expressions, too. Hence the need for this general depository for the odds and ends that were left over from the other categories, as in: *Oh, it's all right for her to talk!* and *in between.*

Throughout our analysis we were haunted by the persistence of ellipses, no small part of the non-literal use of language, as in *, say,* and *Well.* But they continued to appear on almost every page, usually in the company of hems and haws. And so we had to join the semanticists who accepted them in the sense of how they are used. So *, say,* stands for something like, "Let's say, for example ... ." and *Well* - for, "Wait a moment until I've found words for what I want to say."

CHAPTER V

PROCEDURAL STEPS

One way is just as bad as the other.
14B-99-3

TAPE SELECTION

After having collected the corpus, the tape recordings were judged for their acceptability. Out of fifty recordings representing thirty hours of speech, twelve tapes were discarded. It was felt that the discarded recordings were not representative of unrehearsed speech as spoken by native born Canadians. Of the remaining thirty-eight tapes it was recognized that small parts which were either known or suspected to be scripted would have to be omitted in the analysis. Scripting often occurred at the introduction and conclusion of the live radio programs.

Twenty four hours of representative oral Canadian English were divided into three sections. The Formal section based on the boardroom discussion "Language Teaching and Learning" consisted of eight tapes of thirty minutes each. An equal number of tapes were included in the Informal register which comprised Section B. The wide cross section of radio, television, and videotapings fell into Section C, media grouping. This latter section consisted twenty-two tapes representing sixteen hours of speech.

TRANSCRIPTION

The transcription procedure began with a longhand transcription of the recording. This was such an exceedingly slow and difficult step, it was necessary to give the transcribers frequent breaks to relieve them of the strain involved in this work. The longhand transcriptions were checked, against the tape, by a second person. The material was then typed, rechecked against the tape, and returned to the typists for final corrections. This five-step procedure required more than ten hours of work for each half hour tape. In order that the transcriptions maintained a consistency over the long period of time required to do the job, the following set of guidelines were involved.

The transcription guidelines were dictated to some degree, by the need to prepare a corpus that could be put to analytical purposes other than that required for this project.

1. Write out every full and partial word heard on the tape. e.g. all right sh- shall we we continue
2. 'eh', 'ah', and 'oh' should be included in the transcriptions.

3. 'UH, UH' is capitalized in the transcription to represent all other vocal non-verbalized sounds.

4. The beginning of a sentence is not capitalized.

5. Capitalize:
   A) I
   B) proper names
   C) geographical place names
   D) government departments
   E) names of languages: Francophone etc.

6. No punctuation is to be used.

7. No abbreviations are to be used unless they are used by the speaker.
   e.g. he's working for the P.S.C.

8. All pauses (periods of silence in the flow of speech) and hesitations are indicated '#'
   e.g. quite incorrect # but # in listening ...

9. When a speaker has finished talking, indicate this with '#'
   e.g. yes #

10. Do not use '#' to indicate the start of a new speaker or to show that there was a pause before he began speaking.

11. Begin a new line everytime a new speaker says something.

12. Indicate a new speaker by underlining the first line of his speech.

    e.g. yes #
    no real learning of it #
    yes # well you see the teachers are
    told to do definite things

13. Each page of typewritten corpus should have 10 lines.

14. Transcribe all non-English words.

15. Write out all numbers.

    e.g. nineteen hundred and twenty

16. Hyphenate numbers.

    e.g. sixty-nine.

17. Don't hyphenate fractions.

    e.g. three quarters

18. Write "(unintelligible)" for sounds which cannot be distinguished.

    e.g. you always ha- (unintelligible) set of ...

19. Mark all corrections lightly in pencil.

Two sample pages of transcription follow. The large margin on the right hand side was found useful as a place for making comments.

SAMPLE PAGE

TAPE 37 PAGE 10

hello # Mr. Green #

yes sir #

I was thinking of Coach McNeil like # I don't know whether you think that UH you know he really should be # you know # should he be bilingual you know #

no # I don't know # please don't say # you know # because I don't know # I'm asking you for your opinion #

well # you know # what I # I #

SAMPLE PAGE

TAPE 37 PAGE 11

no # I don't know #

my opinion of it is that # You know Richard # eh #

no # I don't know #

eh # well # O.K. if you don't know #

no # you keep saying # you know # but I don't

know # you've said # you know # fourteen times in

f- four breaths sir #

well # you know Richard anyway # I think that he

got in with the players # that's my idea anyway #

and because of the game Wednesday night I guess #

COUNTING

With the data in its final typewritten format it was now possible to begin counting words. Each of the thirty-eight tapes were counted to give a total word count of 131,536. Section A had a word count of 29,390 or 22.3%, Section B 22,933 or 17.4% and Section C 79,213 or 60.3%.

The rule of counting all sequences of letters bounded by space either side as one word, needed to be spelled out in more detail to get a consistently accurate count. As a result the following directions evolved:

1. All proper nouns are included as words with initials counted as separate words.

   e.g. Mr. W.B. Knights (4 words)

2. Signs and numerals such $, % are counted as words.

   e.g. 5% (2 words)

3. Cardinals: 1st, 2nd, 3rd are counted.

   e.g. 1st, 2nd, 3rd (3 words)

4. Write out all numbers and count each word.

   e.g. nineteen hundred and twenty (4 words)

5. Hyphenate numbers.

   e.g. sixty-nine (1 word)

6. Don't hyphenate fractions.

   e.g. three quarters (2 words)

7. Write out currency and count each word.

   e.g. sixty dollars (2 words)

8. When the individual parts of a hyphenated word can stand on their own as words, count each as a word.

   e.g.1 French-Canadian (2 words)

   e.g.2 co-operate (1 word)

9. N.A.T.O, U.N.E.S.C.O., I.L.O. Count each as one word.

10. Count all non-English words.

11. Words in brackets are counted.

12. The occurrence of the article "a" may be confused with "uh" because of phonetic similarity. In cases where there is an occurrence or several repetitions represented as "a" the article should be counted only once.

13. "Uh" representing a hesitation is not to be counted as a word.

14. Partial words will not be counted as words.

15. Punctuation marks are not counted.

16. The chairman of Set A-Formal and Set B-Informal will only be counted in tapes 17A and 17B.

17. Do not count scripted speech.

MARKING

The first step in selecting the fixed expressions and two-word verbs was the initial reading and underlining of the transcriptions. Two-word verbs received a double bar while fixed expressions were indicated by a single line.

When an item which could be considered separately as a fixed expression was joined to another frozen element, the items were separated by vertical bar.

ex. 24B.47.2

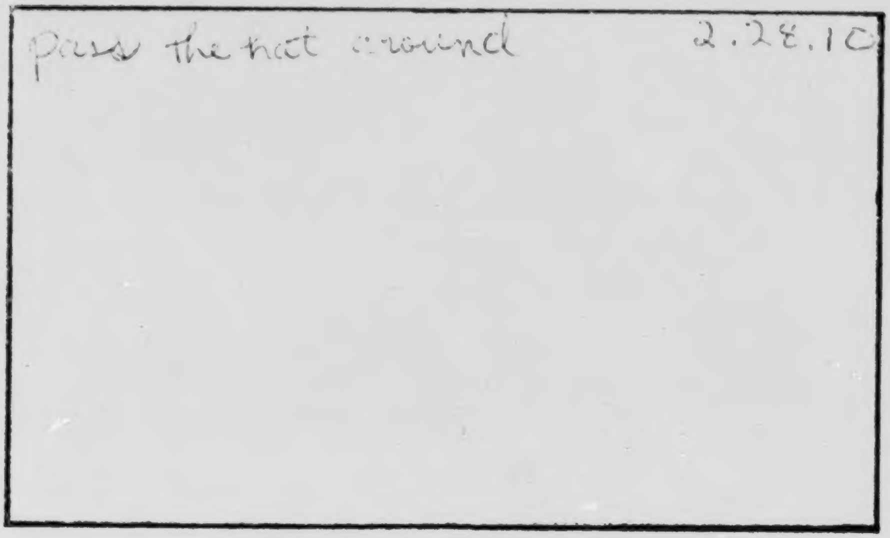
now I'll proffer that somebody else might be
doing the same kind of thing/for example if
you sent uh more than the people on your
quota/on the course # would the idea get
around/a bit that uh you're perhaps
a little bit flabby #

CARDING AND CODING

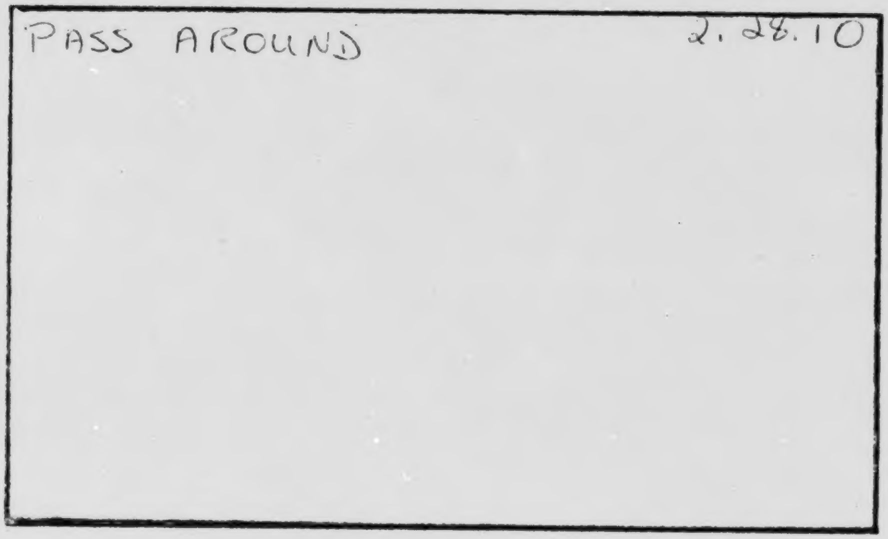
As the transcripts were reread for any items that may have been missed duplicate 3" x 5" cards were made out for each fixed expression. Each two-word verb was recorded in its infinitive form, on a single 3" x 5" buff coloured card. In those cases where the fixed expression also contained a two-word verb a total of three cards were made out.

e.g. (9) mostly at fairs and things like this # and
(10) then he'd land and pass the hat around

F.E.
CARD


pass the hat around 2.28.10

TWO
WORD
CARD


PASS AROUND 2.28.10

The identification code in the top right hand corner of the cards made it possible to quickly find the item in its original context. For example the code 2.28.10 should be read tape 2, page 28, line 10.

SEMANTIC SORTING

The buff cards were initially sorted into five categories (i) Greetings-Closings, (ii) Idioms (iii) Pause-Interjection

(iv) Circumlocutions and (v) Mixed Fixed. The last three categories were found to be so large that it was felt that their resulting lists might be too large to be useful to program writers. It was therefore decided to look for additional semantic categories. The bringing together of many of the fixed expressions within the miscellaneous category Mixed Fixed, provided a number of semantic classifications which had not been previously noted. As new categories were added to be kept, or later discarded, the entire corpus of material had to be reconsidered.

After a certain period of time the pressures of dead-lines prevented further additions and deletions of these categories. At this point in the project it was still possible to change the classification of an item but the item had to be relocated within one of the eighteen categories that had evolved.

The definition of each of the eighteen categories has been given in the previous chapter.

Sometimes the wording of a fixed expression did not give enough information to assist in placing the card in one of the semantic categories. On some cards a larger portion of the sentence had been written to help with the classification. Where this information was absent or was insufficient it was necessary to consult the written transcription. There were a number of instances where the transcription indicated insufficent information for classification purposes. Under these circumstances the category was not assigned until the speaker's tone and intonation had been checked on the tape.

It was found that a great many of the items could be designated to more that one semantic category. When the speaker changed his tone or intonation he sometimes showed a semantic meaning that could not be readily discernible by seeing the expression written out on a card. In assigning the items to specific categories we found it more important to establish the speaker's semantic use of the item rather than giving too much credence to the face value of what he was actually saying. From this point of view it was rarely believed that a person was actually thinking when he used the expression *I think*. By observing the use of this item in its context it was felt that *I think* was simply used as either a pause or an interjection. The Personal Opinion category was rejected for this item as it was felt that the speaker was not actually expressing an opinion. In the few instances where it appeared that the speaker had been giving some thought *I think* was not considered as a frozen expression.

Questions following the pattern "Do you think...?" were not collected as it proved to be too difficult to establish the semantic intentions of the speaker. If the speaker asked a question with the desire to find out an answer, then the question could not be considered to have one of the eighteen semantic values needed for our data.

After each item had been assigned a category, the categories were alphabetized. It was established that each fixed expression should be filed under the first most important word in the expression. This rule succeeded in cutting out the possibility of having to look up an item under a preposition or an article. It gave slim guidance however to such items as *and after that* and *after all*. The first of these items is filed under "after" and the second under "all". In cases where it was difficult or debatable as to what was the first most important word it was decided to choose the word that established the expression in that particular category. In following this rule the "all" in *after all* became the alphabetizing word as it had dictated the classification of the item into the Emphasis Catagory. Where the first main word was a verb the item was filed under its infinitive form.

The alphabically categorized buff cards were used in preparing the four semantic lists found in the Appendix. The fixed expressions were copied out on lists for each of the three sections of the corpus. When these lists had been typed and checked they were combined to form a composite list of fixed expressions classified as to their semantic categories.

THE COMBINING CODE

In writing out the semantic lists it was found useful to have a convention which could show minor variations in a fixed expression. In using such a system it was possible to combine a number of similar items and at the same time suggest how variations of this form have been observed. Where further information might be required program writers and others may consult the original cards.

An asterisk following a word indicates that another word had been substituted in at least one of the items grouped under the fixed expression. In the item _you might* say_ the asterisk indicates that such a word as "could" had been substituted in this slot. Where the asterisk was used it was felt that the semantic intentions of the speaker had been the same or at least parallel.

Rounded brackets were used to show that the letter, word or words within the brackets were not used in every item found within the corpus. In the case of _(but) I'm not (at all) sure_ the following items have been combined:

(a) _I'm not sure_

(b) _but I'm not sure_

(c) _I'm not at all sure_

It was felt that they were all variations of the same frozen form, _I'm not sure._

Asterisks and rounded brackets are combined to illustrate parts of items which could be substituted or omitted from the expression. In the example _(that's quite)* all right_, the asterisk outside the first set of brackets denotes "that's quite" could be substituted for other frozen words.

Where a star is found within a bracket, the substituting rule applies only to the word designated. In the case of *(or) something (like that*)* the word "that" has been replaced by "this" on at least one occasion.

There are a few instances where a speaker has consciously altered a well-known fixed expression. Square brackets have been used to mark off the part of the expression that has been changed. The idiom *maybe your [failure] is showing* has been therefore interpreted as being derived from *your slip is showing.*

Although the corpus was void of punctuation it was necessary to make a limited use of punctuation marks in listing the expressions. The items *that is, hold it!* and *you're telling me?* are written to be illustrative of the semantic meaning that can be gathered in the context of the transcript or from listening to the stress and intonation patterns found on the tape.

Where it was evident by the sentence structure that a question had been asked, punctuation marks were not used. The Rhetorical Question category has a number of subject-verb inversions which are not followed by question marks, eg. *may I suggest that.* Other questions are marked by their use of question words, eg. "why not" and "what happens if".

THE UNCLASSIFIABLES

In preparing the semantic lists, items grouped at the end of the Time Expressions were titled "Unclassifiables". These items could not be readily brought together under a strict alphabetical listing as they pertained to years and decades, in such a varied terminology as *1930, '29, '30* and *even the 1940's.* In the "Catalogue of Fixed Expressions" the seven unclassifiable items were given last place in the listing.

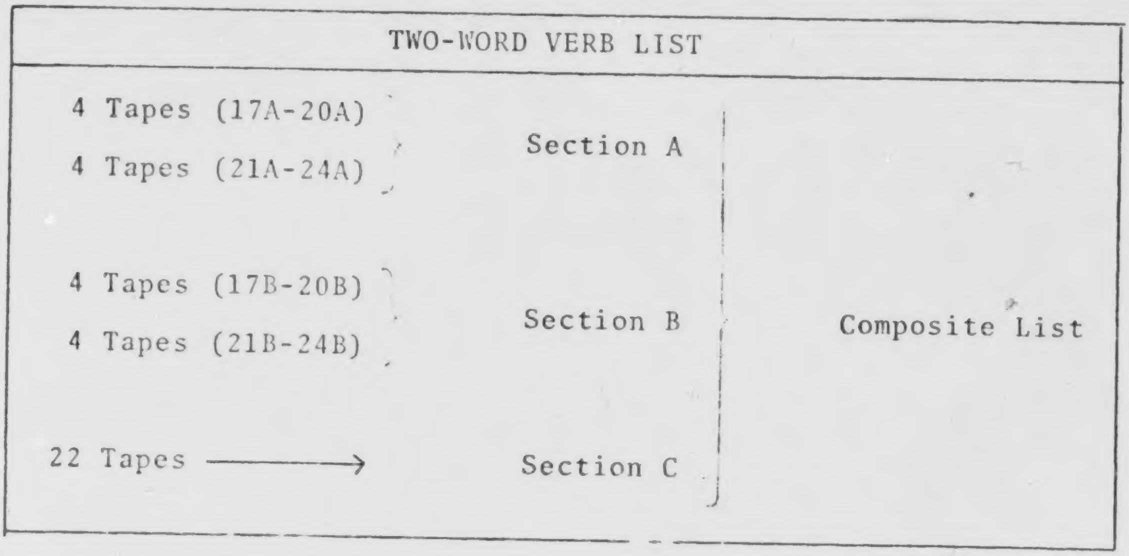
SEMANTIC LISTS

Four lists of "Classification by Semantic Groupings" may be found in the Appendix as Lists 1, 2, 3, and 4. Lists were made for Sections A, B and C in order to be able to compare and contrast the nuances of expression in formal and informal speech as used by Anglophones within the Public Service. It was hypothesized that the media material found in Section C, would add further comparisons and similarities. The three Sectional Lists, A, B and C, were used to make a Composite List of all the fixed expressions found within the corpus.

TWO-WORD VERBS

Having made an initial compilation of fixed expressions the partially related area of two-word verbs received our attention. When the scripts were being marked each two-word verb had been underlined with a double bar. These verbs had later been written on buff coloured cards in their infinitive form.

On resuming our work with two-word verbs it was decided to group the items in such a way as to be able to discern in how wide a range the more common items appeared. Material from the sixteen tapes of Sections A and B were divided into four sets covering tapes 17A-20A, 17B-20B, 21A-24A, and 21B-24B. The cards in each of these sets were alphabetized and lists prepared. The data from the lists representing tapes 17A-20A, and tapes 21A-24A were combined to make up the Section A listing. Similarily the Section B list was comprised of the combination of the material gathered from the 17B-20B, and 21B-24B. Separate listings of the two-word verbs found in the twenty-two media tapes were not considered to be essential at this period. A frequency count of each media tape was recorded before the data was combined, alphebetized and listed to comprise the Section C data. Sections A, B and C were finally combined to give a composite list.


TWO-WORD VERB LIST
4 Tapes (17A-20A)
4 Tapes (21A-24A)
Section A
4 Tapes (17B-20B)
4 Tapes (21B-24B)
Section B
22 Tapes
Section C
Composite List

The eight two-word verb lists may be found in the Appendix Lists 8 to 15.

2 W.V. FREQUENCY AND RANGE TABLE

A Frequency and Range Table for the 367 different two-word verbs was completed by arranging the items in the Composite list in an order of decreasing frequency. The range data illustrating how widely the items were used was completed by noting the data found in the Sectional lists for A, B and C. This information is included in the Appendix as List 27.

DISTRIBUTION TABLE and GRAPH

The two-word verb Frequency and Range table was used for the preparation of the Frequency Distribution Table. This latter table and its accompanying graph were produced with the intention of illustrating the most common two-word verbs which could be usefully taught to second language learners.

BE PLUS ADJUNCT

In looking for fixed expressions and two-word verbs it was recognized that a separate group of expressions existed with the verb "BE". These expressions along with their identification numbers were copied onto salmon coloured index cards.

Although our corpus did not yield a large number of expressions based on the verb "to be" these expressions were listed separately as they were considered different and unusual enough to cause difficulty for second language learners.

The BE Plus Adjunct may be found in the Appendix as Lists 16-19. The seventy-six tokens found in these lists, are divided among the three Sections A, B and C, and then located together in the Composite listing. Each list is typed in three columns to illustrate the grammatical variation found within this type of "BE" grouping. In the column "BE + preposition/ particle" an item such as *be for it* has been noted. In the second column "BE" + adjective/adverb" we find *be aware of* while in the last column items such as *be involved in* find a place under the heading "BE + participle, past". We have borrowed Jespersen's term "adjunct" to describe this varied group.

CLASSIFICATION BY STRUCTURE

During the early stages of this research project it was believed that some value could be derived from looking at the data from the standpoint of its structure. With this object in mind each item and its identification number had been placed on both buff coloured and salmon coloured index cards. After having sorted the buff cards into Semantic categories it was our intention to sort the salmon cards according to their structural similarities. All the data collected from the boardroom discussions, Sections A and B, were, as a result, given this second type of classification.

The resulting Structural Lists have not been included in this report. We found this type of classification time-consuming and unrewarding. The structural nature of the items was found to be so varied that the categories grew in number but not in the number of tokens and types which could be itemized under them. We were further troubled by the large number of items which could be placed in more than one category. With an ever growing Miscellaneous listing it was decided that this type of classification could prove of no immediate value to teachers and program writers.

For those who may wish to pursue classifying fixed expressions by their form or structure the following categories and examples may be of some assistance:

PART A

ABOUT	about two years or so
AFTER	after all
ALONG	along those lines
AROUND	discuss something around the table
AT	at all at hand
BEHIND	year behind me
BY	by any means by the time
FOR	for example for instance
FROM	from the point of view of from time to time
IN	in addition to this in many cases
INTO	take into consideration
JUST	just about right just about my speed
OF	of course first of all
OFF	the three month lay-off off season
ON	on the basis of on the other hand

OUT	out there out of the question
OVER	over the long run over the phone
THROUGH	all through the province
TO	to the best of my knowledge to what end
UNDER	under this concept under duress
UP	you're up the creek drive you up the wall
UPON	upon completion of
WITH	with one or the other with respect to
WITHOUT	without a doubt have one without the other

PART B

PERSONAL PRONOUN + VERB	you know I see
PHRASAL VERBS	draw the line on keep your hand in
VERB + OBJECT	bear little fruit hold his own
VERB + ABOUT (?)	ask about talking about
VERB + AWAY (?)	hammer away take away
VERB + OF (?)	speak of think of

PART C

A	an hour a day once a week
ADJECTIVE - NOUN	to be low class become dead wood

ADJECTIVE - PREPOSITION	keen to get on it to be honest with you
ADVERBS	later on and then
AS	as a matter of fact as far as
INDEFINITE, IMPERSONAL PRONOUNS	that's fine it seems to me
KIND OF, SORT OF	a kind of experience a sort of thing
NOUN & PREPOSITION "OF"	circle of friends that's my point of view
OPPOSITES	more or less one way or another
LINKED PREPOSITIONS	in between courses next to useless
PREPOSITION COMPOUNDS	beforehand
SO	and so on so to speak
QUANTITY	a little bit a lot of

KEY-WORD LISTS

One part of the Structural Lists was retained and may be found in the Appendix under the title of the Key-Word Lists 5, 6 and 7. It had been observed in studying the transcripts that many speakers would add variety to their speech by substituting a fixed expression of similar construction. In other words, someone who normally may make frequent use of "in fact" would also tend to use "in effect" and "in addition". As it appeared that most of these expressions fell within the easily discernible items beginning with a preposition, or some other key-word, it was decided to retain this part of the Structural Classification data. Thirty-one key-words were chosen from the various categories listed in the Structural Classifications found in Sections A and B. In determining which categories would remain in the Key-Word Lists we looked to those areas where there appeared to be some structural similarities.

For the most part fixed expressions which began with a preposition were generally those which appeared to be the most useful. Using this criterion the following Key-Word categories were established:

(1) ABOUT (2) ACROSS (3) AFTER (4) ALMOST (5) ALONG
(6) AROUND (7) AS (8) AT (9) BEHIND (10) BETWEEN (11) BY
(12) DESPITE (13) DOWN (14) DURING (15) FOR (16) FROM
(17) IN/INTO (18) JUST (19) LIKE (20) OF (21) ON (22) OUT
(23) OVER (24) SINCE (25) SO (26) THROUGH (27) TO (28) UNDER
(29) UP (30) UNTIL (31) WITH/WITHOUT

In neither the Structural Classification data of Section A nor Section B were there sufficient Key-Word items to show a wide range of possible fixed expression substitutions. It was therefore decided to make a combined Key-Word List for Sections A and B. The combined AB Key Word List may be found in the Appendix as List 5.

A similar list was set up for the media material. This list was made by sorting out the salmon coloured index cards containing the thirty-one key-words. These cards were then alphabetized, and written out to comprise the Key-Word List for

Section C. (List 6)

The Key-Word List for Sections A and B and the list for Section C were combined to form the Composite Key-Word List. (List 7)

THE CATALOGUE

The Catalogue of Fixed Expressions may be found in the Appendix as List 34. This listing gives an alphabetical listing of each type of frozen expression within the corpus. It also notes the semantic classification that has been assigned to each item.

For alphabetization purposes each fixed expression has been listed under its first most important word. In order to establish more quickly under which word the item was listed, the alphabetizing word has been capitalized and set off to the left hand side of the list. If more than one item was listed by this word the additional item or items did not receive a duplication of the alphabetizing word.

eg.	MONEY	money was no object	OF
	MONTH	over the past 3 months	TE
		after quite a few months	TE

The Catalogue's notation of the semantic classification may be found to the right of each item listed. The code of abbreviations used for the eighteen Semantic Classifications is to be found on the first page of List 35. The classifications are noted by two capital letters. If the Semantic category was described by two or more words then the first letter of the first two words were used in the code. For example, Analogy - Contrast = AC. For categories which were described by one word then the first two letters of the word were used for codification. e.g. Circumlocutions = CI.

The Catalogue was made from a photostat copy of the hand written list prepared for the Composite Semantic Classification. This list had been chosen because it contained all of the fixed expressions within the corpus.

While the fixed expressions were still clearly separated in their semantic classifications each individual item was marked with a code to show its semantic grouping. All of the items alphabetized under "A" in each of the eighteen semantic classifications were then cut into separate items and realphabetized under the letter "A". These items were then taped, glued, or stapled into this new composite "A" listing. After each letter of the alphabet had been treated in a similar manner, the material was sent off for typing.

F.E. FREQUENCY & RANGE TABLE

With completion of the Composite List of Fixed Expressions it was possible to show the items which had occurred most frequently. The 168 most common fixed expressions were therefore listed in order of their descending frequency. From an occurrence of 574 for *I think (that)*, individual notations were given, up to and including, the thirty-five items which shared a frequency of five.

Frozen expressions with a recurrence of four, three, two, or one were given recognition by the total of items found in each of these frequencies. The following table reveals why the frequency of five was chosen as the last area to merit an individual notation. The number of items which were repeated fewer than five times increased remarkably. See Appendix List 23.

SUMMARY OF FIXED EXPRESSION FREQUENCIES

RANK	NUMBER OF ITEMS	FREQUENCY
1-50	168	574-5
51	46	4
52	88	3
53	209	2
54	1157	1

RANK LISTING

The frequencies noted above may be found in the Appendix under the title of "Frequency and Range Table - Fixed Expressions". (List 23) The left hand column of this table shows the rank listings of items sharing the same frequency. In other words the 1668 different types, or items may be seen to fall into one of fifty-four different occurrence ranks. As the first seventeen items have frequency listings different from any other type they receive an individual rank number. Two items share a frequency of forty-four and are therefore accorded the same rank. The preceding summary table illustrates the type of information that can be noted from rank listing.

RANGE

Range, the last column in the Frequency and Range table shows how widely an item has occurred. To provide this information it was necessary to consult the lists which had been used to make up the composite listing. The semantic listings for each of the three sections was recorded in the A, B and C columns of the table. If it was noted that an item had had at least one occurrence in each of the three sections then "3" was noted in the range column. Notations of "1" and "2" indicated the more limited use of an expression within the corpus.

e.g.

	A	B	C	Range
(that's)* fine	6	4	9	3
on staff	18	1	-	2
and yet	-	-	5	1

EXAMPLE SENTENCES

Lists of example sentences were compiled for the most common fixed expressions and two-word verbs. Although the BE-plus-adjunct items cannot be considered to be either numerous or indicative of a high frequency it was felt that their special nature also merited a representative listing of examples.

The compiling and listing of these sentences suffered from the necessity of reaching our deadlines. Although it was felt that more numerous examples of each item would be more useful to teachers and program writers, time prevented us from noting as many examples as we would have liked. It was therefore decided to put aside for a later date, the listing of examples for items having a frequency of less than five.

To illustrate the data all examples were taken from the corpus. Punctuation, which had not been used in the original transcripts was supplied to expedite the reading of the material. For this same reason, hesitation phenomena, false starts and incomplete words were excluded to give the sentences a more conventional written appearance. We find that the following isn't easy reading. "Uh you # feel do you # that the motives # in this case would be more instrumental # of people # of people that you're aware of that you know of # that taking courses #" 24A-18-2

The identification code was given in the examples so that it would be possible to find the item in its complete context. The item being illustrated was underlined in the example sentence. More than one example was given when the purpose was to show nuances or the use of the expression in different parts of a sentence. See Appendix Lists 31, 32, and 33.

FREQUENCY LISTS

Additional frequency lists were required for the fixed expressions and two-word verbs in each of the three sections. These lists were used to compile the Comparison Tables IV and V and the graphical comparisons seen in schematics III and IV.

Frequency Lists 20, 21, 22, 24, 25, 26 were derived from the Composite Fixed Expression Frequency and Range List 23 and the Composite Two-Word Verb Frequency and Range List 27. For comparative purposes the range of all items within their composite listing was retained and noted.

COMBINED F.E.'s

Sometimes a speaker uses more than one fixed expression to get started or to continue.

e.g.

> *Well / wait a minute now./*
> *You see, / here's the whole point./*
> *I understand ...* 37.11.1

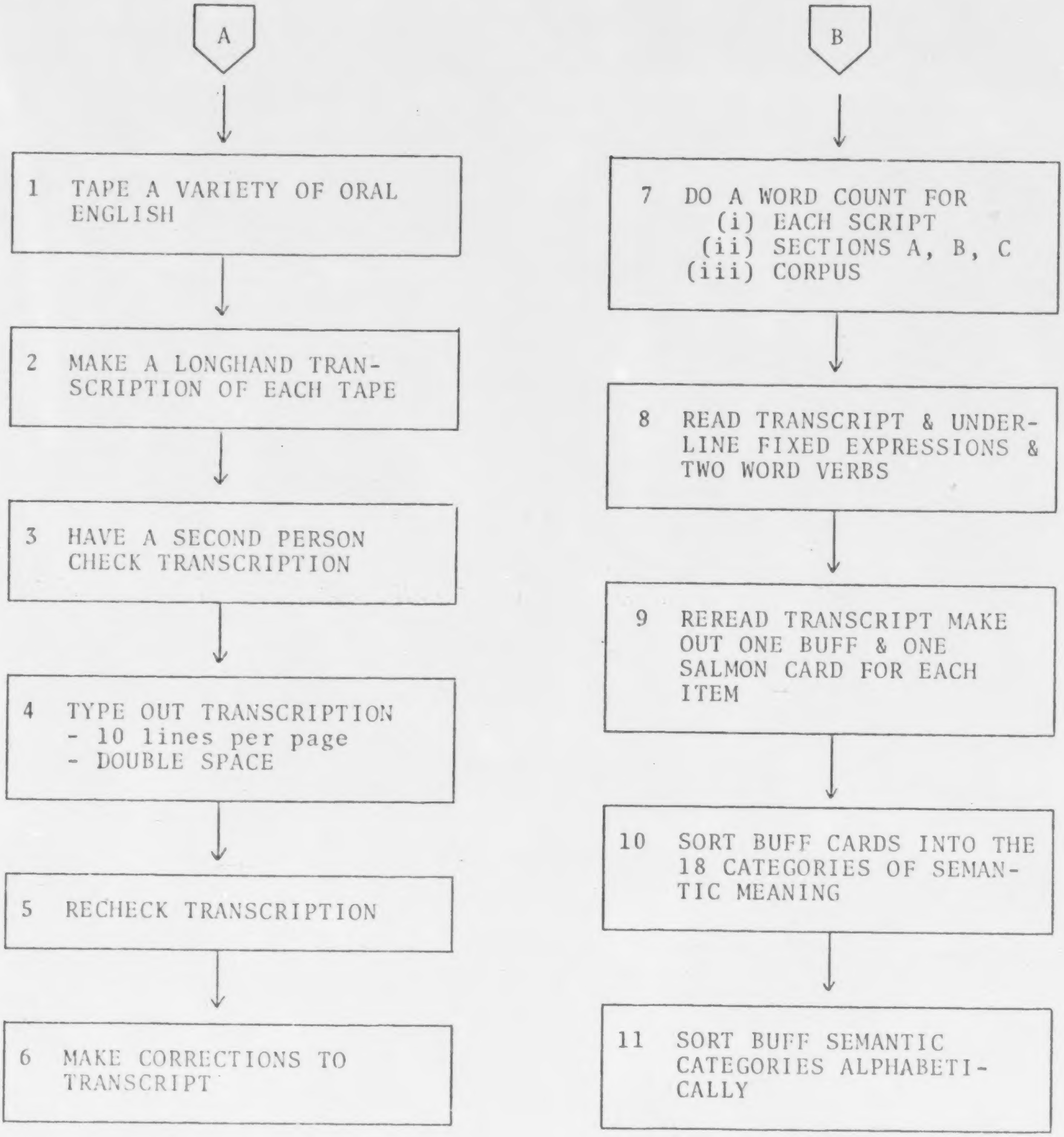
However even though the speaker doesn't usually combine five F.E.'s he often uses two or three together. The combinations themselves reveal which fixed expressions can be combined. See Lists 28, 29 and 30 for the Combined Fixed Expressions found in Sections A, B and C.

As a summary of these procedural steps the following schematic has been included.

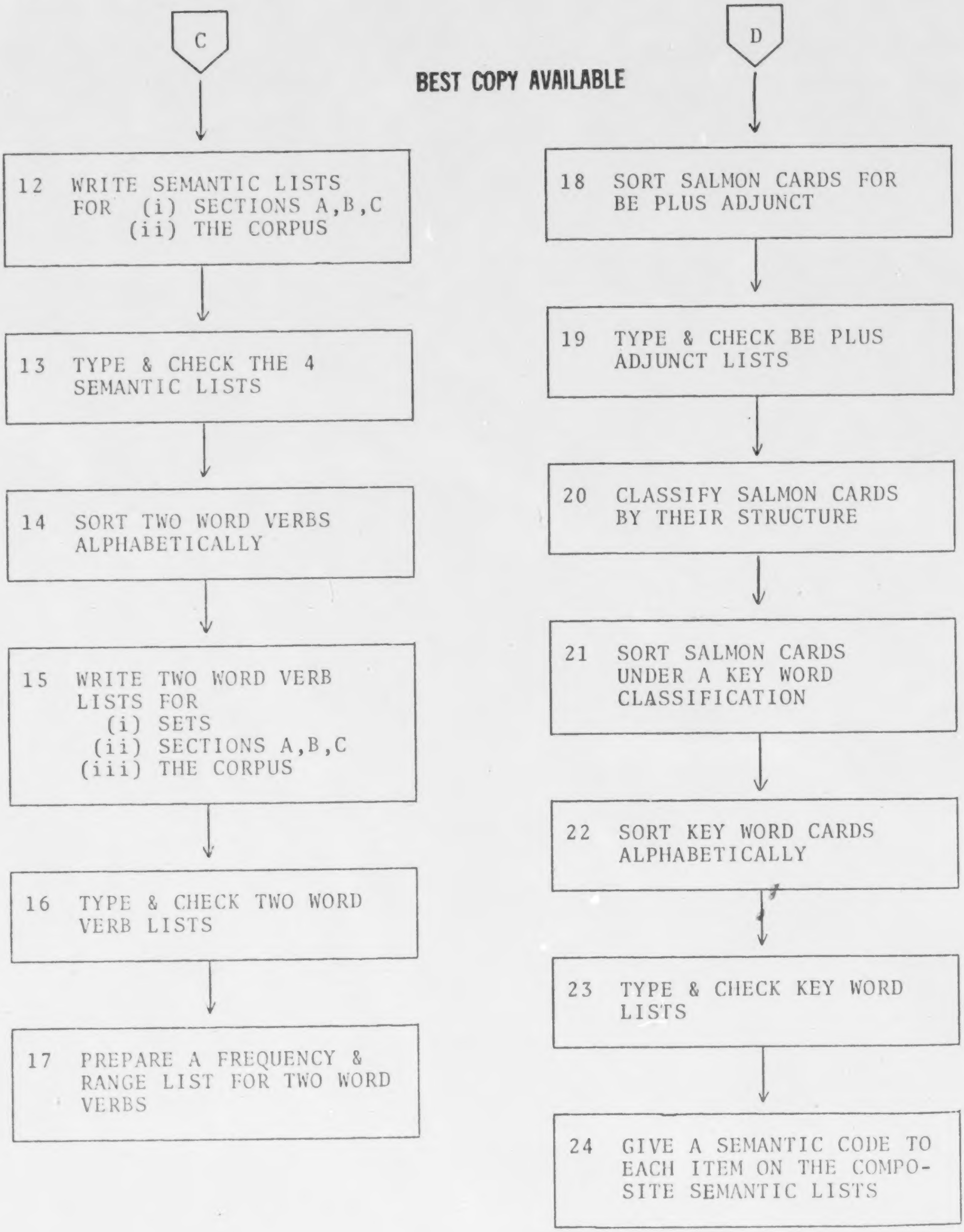
BEST COPY AVAILABLE

PROCEDURAL STEPS

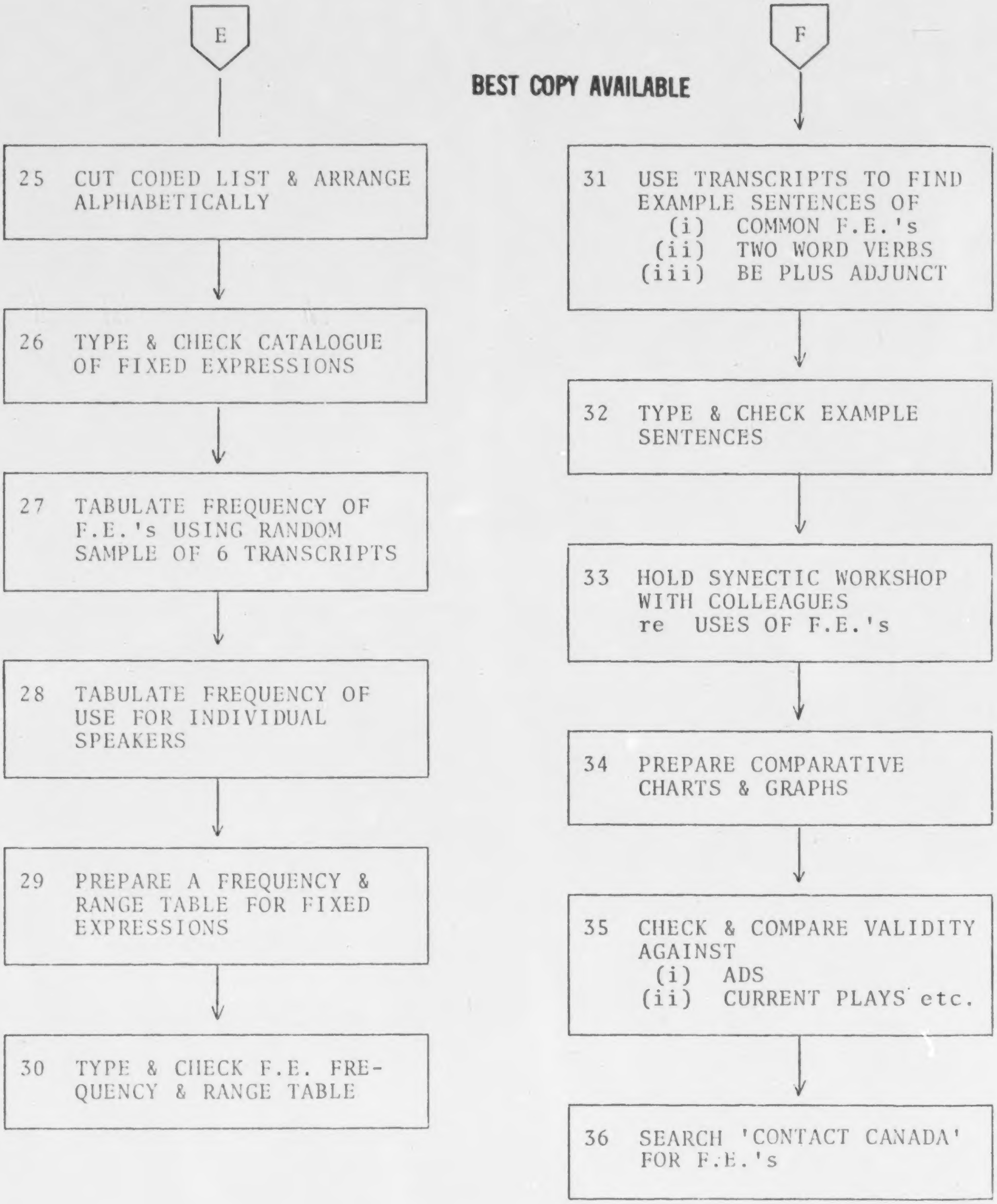
SCHEMATIC I

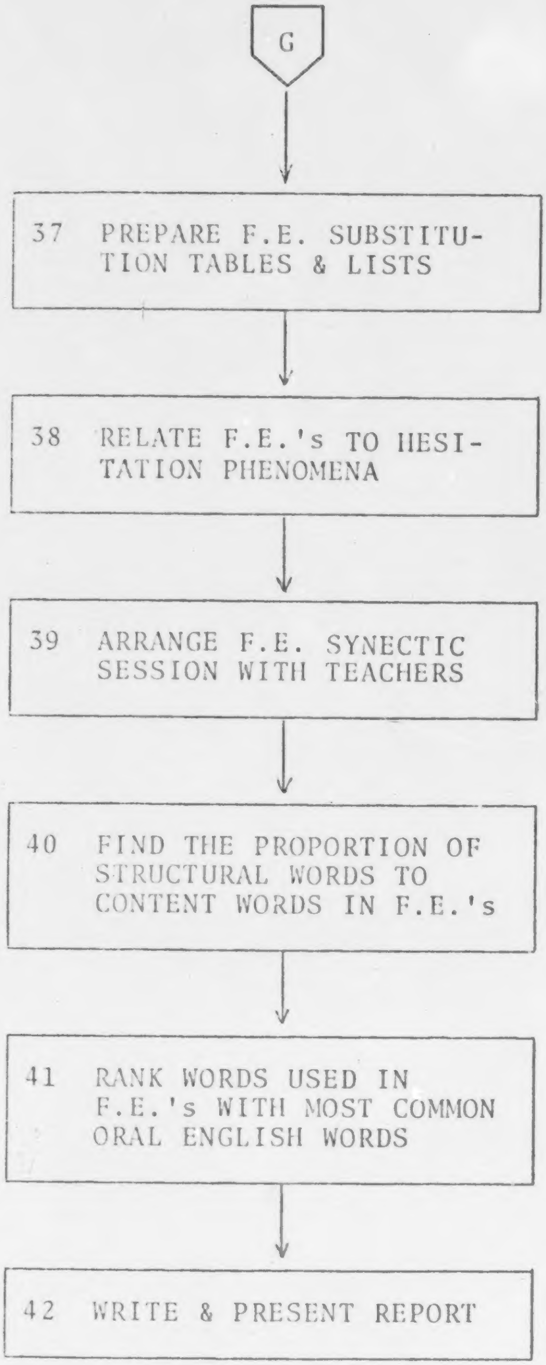

A
1 TAPE A VARIETY OF ORAL ENGLISH
2 MAKE A LONGHAND TRANSCRIPTION OF EACH TAPE
3 HAVE A SECOND PERSON CHECK TRANSCRIPTION
4 TYPE OUT TRANSCRIPTION
- 10 lines per page
- DOUBLE SPACE
5 RECHECK TRANSCRIPTION
6 MAKE CORRECTIONS TO TRANSCRIPT
B
7 DO A WORD COUNT FOR
(i) EACH SCRIPT
(ii) SECTIONS A, B, C
(iii) CORPUS
8 READ TRANSCRIPT & UNDERLINE FIXED EXPRESSIONS & TWO WORD VERBS
9 REREAD TRANSCRIPT MAKE OUT ONE BUFF & ONE SALMON CARD FOR EACH ITEM
10 SORT BUFF CARDS INTO THE 18 CATEGORIES OF SEMANTIC MEANING
11 SORT BUFF SEMANTIC CATEGORIES ALPHABETICALLY

BEST COPY AVAILABLE


C
12 WRITE SEMANTIC LISTS FOR (i) SECTIONS A,B,C (ii) THE CORPUS
13 TYPE & CHECK THE 4 SEMANTIC LISTS
14 SORT TWO WORD VERBS ALPHABETICALLY
15 WRITE TWO WORD VERB LISTS FOR (i) SETS (ii) SECTIONS A,B,C (iii) THE CORPUS
16 TYPE & CHECK TWO WORD VERB LISTS
17 PREPARE A FREQUENCY & RANGE LIST FOR TWO WORD VERBS
D
18 SORT SALMON CARDS FOR BE PLUS ADJUNCT
19 TYPE & CHECK BE PLUS ADJUNCT LISTS
20 CLASSIFY SALMON CARDS BY THEIR STRUCTURE
21 SORT SALMON CARDS UNDER A KEY WORD CLASSIFICATION
22 SORT KEY WORD CARDS ALPHABETICALLY
23 TYPE & CHECK KEY WORD LISTS
24 GIVE A SEMANTIC CODE TO EACH ITEM ON THE COMPOSITE SEMANTIC LISTS

BEST COPY AVAILABLE


E
F
25 CUT CODED LIST & ARRANGE ALPHABETICALLY
26 TYPE & CHECK CATALOGUE OF FIXED EXPRESSIONS
27 TABULATE FREQUENCY OF F.E.'s USING RANDOM SAMPLE OF 6 TRANSCRIPTS
28 TABULATE FREQUENCY OF USE FOR INDIVIDUAL SPEAKERS
29 PREPARE A FREQUENCY & RANGE TABLE FOR FIXED EXPRESSIONS
30 TYPE & CHECK F.E. FREQUENCY & RANGE TABLE
31 USE TRANSCRIPTS TO FIND EXAMPLE SENTENCES OF (i) COMMON F.E.'s (ii) TWO WORD VERBS (iii) BE PLUS ADJUNCT
32 TYPE & CHECK EXAMPLE SENTENCES
33 HOLD SYNECTIC WORKSHOP WITH COLLEAGUES re USES OF F.E.'s
34 PREPARE COMPARATIVE CHARTS & GRAPHS
35 CHECK & COMPARE VALIDITY AGAINST (i) ADS (ii) CURRENT PLAYS etc.
36 SEARCH 'CONTACT CANADA' FOR F.E.'s


G
37 PREPARE F.E. SUBSTITUTION TABLES & LISTS
38 RELATE F.E.'s TO HESITATION PHENOMENA
39 ARRANGE F.E. SYNECTIC SESSION WITH TEACHERS
40 FIND THE PROPORTION OF STRUCTURAL WORDS TO CONTENT WORDS IN F.E.'s
41 RANK WORDS USED IN F.E.'s WITH MOST COMMON ORAL ENGLISH WORDS
42 WRITE & PRESENT REPORT

BEST COPY AVAILABLE

CHAPTER VI

INTERRELATIONSHIPS

and so you see...
32-15-5

The data collected for this study was divided into three research areas. The fixed expressions were of major importance as they made up 83% of the items collected. A full 30% of all these expressions employed Key Words. Two word verbs accounted for 16% of our findings while the BE plus adjuncts barely yielded 1%. These figures reflect proportionately the time and space given to the three groups. A graphic representation of the items studied may be seen in Schematic II.

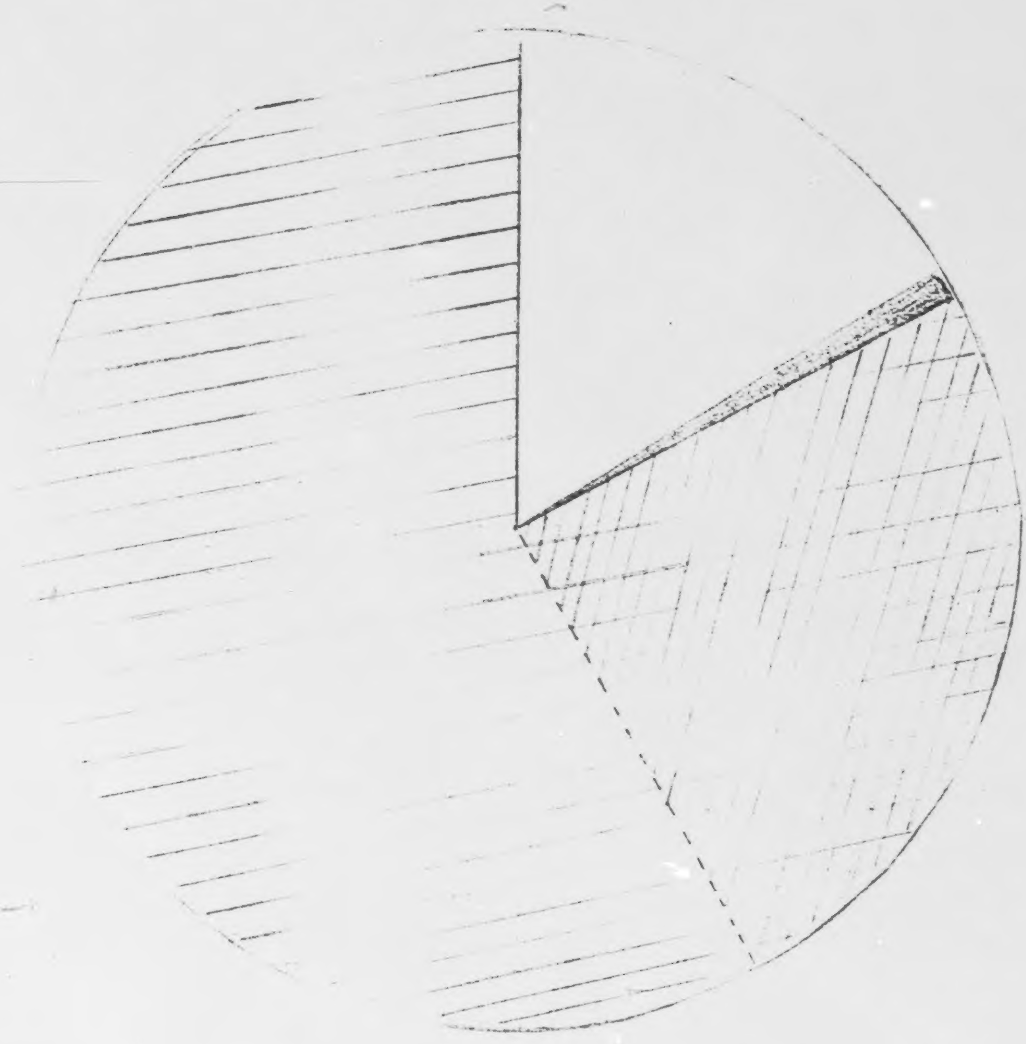
In gathering material for this project, the research team was constantly concerned about what kind of English was being recorded. It was a fairly simple matter to exclude material that was heavily accented or which was spoken by someone who did not clearly show that English was his mother tongue. The smooth flow of scripted speech made its exclusion a relatively simple matter, especially when it appeared in a part of the conversation that could have been prepared before the broadcast.

A more problematical decision occurred when we looked at the transcriptions of people who had spoken on a topic with which they were extremely familiar. Under such circumstances the speaker could utter a flow of speech, which while not formerly scripted, had at least been well thought out and probably reiterated many times.

SCHEMATIC II

ITEMS STUDIED

BEST COPY AVAILABLE



▨	6428	fixed expressions		82.87%
▩	1904	key words		24.55%
☐	1253	two-word verbs		16.15%
■	76	Be plus adjuncts		.98%
	7757			100.00%

These problems and our need to select a wide variety of oral situations and topics had a bearing on the 60% of our material collected for Section C. Within the limited time and assistance available for this project, it is felt that this Section's 275 participants show an adequate stratification of socio-economic levels. People representative of thirty-five clearly definable occupations were taped in addition to a large cross-section of varied comments and other contributions from the man-in-the-street.

In Sections A and B a member of the research team was present during the taping of the boardroom discussions. The problems of scripting were therefore not applicable in these segments of our corpus. Sections that sound as if they were scripted still came through, but this only happened when participants spoke on a favourite point, one they had probably been expounding to themselves and others whenever they found an opportunity.

RANGE

An Analysis of the Most Common 168 Fixed Expressions, page 78, illustrates the extent to which our types are represented in the three section of our corpus. Of the one hundred sixty-eight items found within the first fifty ranks, we find that eighty-four F.E.'s appeared in all three sections. Items with a range of three are therefore representative of 50% of our most common fixed expressions. Section C, possibly because of its size, influences the number of F.E.'s common to two sections. Sections A and C, and Sections B and C have a greater affiliation for the same F.E.'S than is the case for the boardroom discussion sections. It should be noted that this

TABLE II

BEST COPY AVAILABLE

ANALYSIS OF THE MOST COMMON
168 FIXED EXPRESSIONS

FIXED EXPRESSIONS common to all 3 sections	84
FIXED EXPRESSIONS common to 2 sections only:	
Sections A and B	8
Sections B and C	14
Sections A and C	31
FIXED EXPRESSIONS found in only one section:	
Section A	5
Section B	1
Section C	25
FIXED EXPRESSIONS TOTAL TYPES within a frequency of 1 - 50	168

relationship is more than twice as great with Sections A and C as it is with Sections B and C.

An Analysis of Two-Word Verbs, Table III, shows that the two-word verbs were not so evenly distributed as the fixed expressions. Only forty-two out of three hundred sixty-seven types, 11.4%, are found in all three sections. Where items are found in only one section, A and B are equally represented with forty-eight. Section C, representing 60% of the corpus had one hundred fifty-one two-word verbs not found in the other sections. If the reliability of the two-word verbs rests on being found in two or more sections then one hundred twenty of the three hundred sixty-seven types should be counted representative enough to be considered common to everyday Canadian speech.

REGISTER MARKER

From the graphical comparison of fixed expressions in Section A, B and C, as derived from Table IV and shown in Schematic III, it is observable that fixed expressions are probably a register marker. The formal situation as depicted in Line A shows that Line A is consistently and significantly to the left of Line B. From the first three frequencies in Sections A and B we see a graphical spread of 28%, growing to a 37% difference at the level showing the first twelve fixed expressions. This suggests that the people speaking in "A" used a more varied and less fixed speech than the same people speaking in the less formal situation. It should be kept in mind that in addition to the efforts made to set Section B up as an informal situation, these speakers in every case had at least a

TABLE III

ANALYSIS OF TWO WORD VERBS

BEST COPY AVAILABLE

TWO WORD VERBS common to all 3 sections	42
TWO WORD VERBS common to 2 sections only:	
Sections A and B	17
Sections B and C	31
Sections A and C	30
TWO WORD VERBS found in only one section:	
Section A	48
Section B	48
Section C	151
TWO WORD VERBS — TOTAL TYPES	367

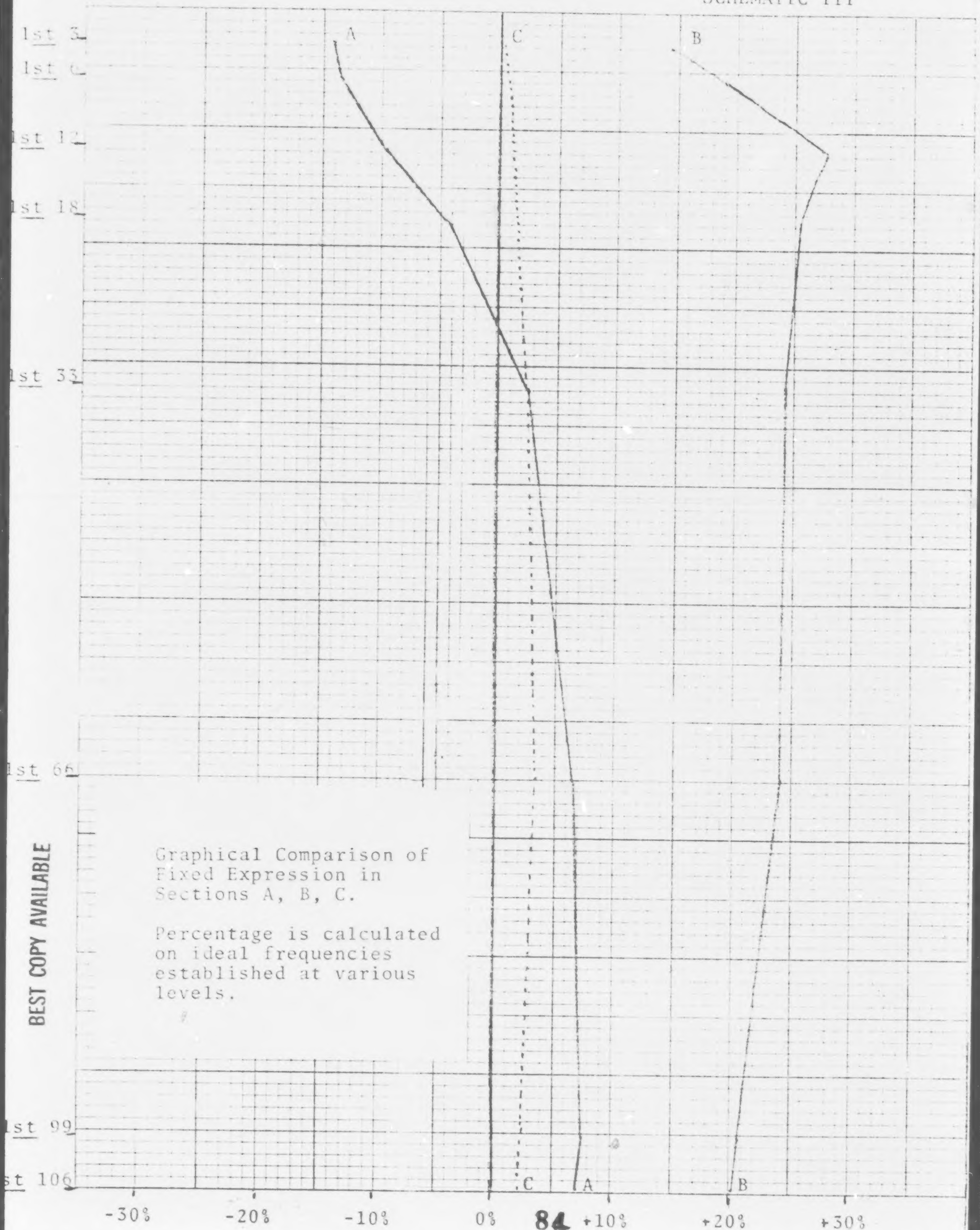
TABLE IV

COMPARISON OF FIXED EXPRESSIONS AT VARIOUS LEVELS
BASED ON THE IDEAL WORD COUNT RATIO OF: 29,390 : 22,933 : 79,213

BEST COPY AVAILABLE

	SECTION A		SECTION B		SECTION C	
1st 3 F.E.'s Ideal Frequencies Actual Frequencies	334 287	47 less 14.07% less	299 342	43 more 14.38% more	817 821	4 more .49% more
1st 6 F.E.'s Ideal Frequencies Actual Frequencies	416 359	57 less 13.70% less	373 448	75 more 20.11% more	1018 1027	9 more .88% more
1st 12 F.E.'s Ideal Frequencies Actual Frequencies	523 473	50 less 9.56% less	468 597	129 more 27.56% more	1280 1262	18 less 1.41% less
1st 18 F.E.'s Ideal Frequencies Actual Frequencies	598 570	28 less 4.68% less	536 672	136 more 25.37% more	1465 1436	29 less 1.98% less
1st [illegible] F.E.'s Ideal Frequencies Actual Frequencies	716 737	21 more 2.93% more	642 797	155 more 24.14% more	1753 1703	50 less 2.85% less
1st 66 F.E.'s Ideal Frequencies Actual Frequencies	853 910	57 more 6.68% more	765 949	184 more 24.05% more	2090 2014	76 less 3.64% less
1st 99 F.E.'s Ideal Frequencies Actual Frequencies	924 994	70 more 7.58% more	828 1009	181 more 21.86% more	2262 2197	65 less 2.87% less
1st 106 F.E.'s Ideal Frequencies Actual Frequencies	935 1003	68 more 7.27% more	838 1016	178 more 21.24% more	2290 2229	61 less 2.66% less

SCHEMATIC III



Graphical Comparison of Fixed Expression in Sections A, B, C.

Percentage is calculated on ideal frequencies established at various levels.

BEST COPY AVAILABLE

half an hour to get accustomed to the tape recorder, the moderator and the other people within their group. There must have been a considerable effect also in the withdrawal of the presence of the V.I.P. at the end of Section A to show so strong a difference between Lines A and B. Perhaps at least partially because of the greater size of its sampling, Line C was much nearer the ideal frequency.* As larger and larger numbers of fixed expressions are added, there is a tendency for each Section Line to come closer to the Ideal Frequency Line. The internal consistency of each section is observable by noting the uniform lines established after the first thirty-three types. We conclude from this that our data is reliable.

In contrast to fixed expressions, Schematic IV and Table V give us the information that two-word verbs do not appear to be as great a marker of formality. They have apparently been accepted in almost all situations. Still at the first three levels, there is a difference between the formal and informal use of two-word verbs. Within the area of the most frequent two-word verbs we find that in spite of its lower word count there's a higher proportion of two-word verbs in Section B. Beyond the first eighteen frequencies, however, there is little variation in Lines A and B. This may be explicable in the fact that in both of the boardroom situations identical participants spoke on a topic where there was no danger of misunderstanding the meaning of their two-word verbs.

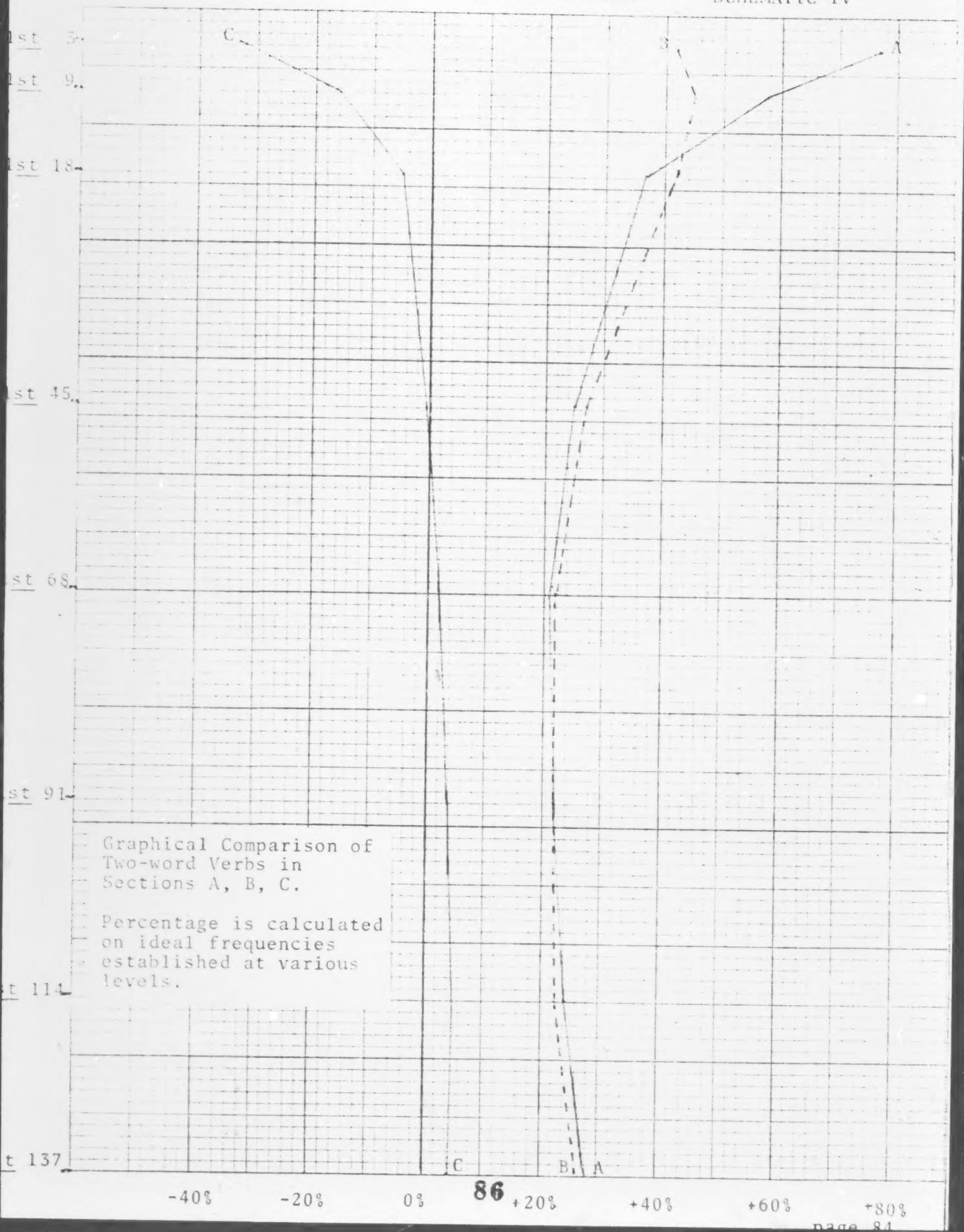
In Section C the delicacy of certain subjects obviously put a constraint upon the use of two-word verbs. As Table VI, page 86, shows, in Tape 4, UNDER ATTACK, the speakers were very careful not to be

---

* See page 593 for explanation of calculations involved.

BEST COPY AVAILABLE

SCHEMATIC IV



Graphical Comparison of Two-word Verbs in Sections A, B, C.

Percentage is calculated on ideal frequencies established at various levels.

TABLE V

BEST COPY AVAILABLE

COMPARISON OF TWO WORD VERBS AT VARIOUS LEVELS
BASED ON THE IDEAL WORD COUNT RATIO OF: 29,390 : 22,933 :79,213

	SECTION A		SECTION B		SECTION C	
1st 3 Two Word Verbs Ideal Frequencies Actual Frequencies	35 62	27 more 77.14% more	38 54	16 more 42.11% more	81 54	27 less 33.33% less
1st 9 Two Word Verbs Ideal Frequencies Actual Frequencies	64 97	33 more 57.56% more	69 100	31 more 44.93% more	148 124	24 less 16.22% less
1st 18 Two Word Verbs Ideal Frequencies Actual Frequencies	94 129	35 more 37.23% more	101 143	42 more 41.58% more	217 206	11 less 5.07% less
1st 45 Two Word Verbs Ideal Frequencies Actual Frequencies	152 187	35 more 23.03% more	164 208	44 more 26.83% more	352 351	1 less .28% less
1st 68 Two Word Verbs Ideal Frequencies Actual Frequencies	179 217	38 more 21.23% more	192 235	43 more 22.40% more	414 422	8 more 1.93% more
1st 91 Two Word Verbs Ideal Frequencies Actual Frequencies	196 240	44 more 22.45% more	212 258	46 more 21.70% more	455 471	16 more 3.52% more
1st 114 Two Word Verbs Ideal Frequencies Actual Frequencies	212 263	51 more 24.06% more	229 281	52 more 22.71% more	491 517	26 more 5.30% more
1st 137 Two Word Verbs Ideal Frequencies Actual Frequencies	223 285	62 more 27.80% more	240 304	64 more 26.67% more	517 542	25 more 4.84% more

TABLE VI

COMPARISON OF SECTION C DATA

BEST COPY AVAILABLE

TAPE	TITLE	SPEAKERS	WORD COUNT	FIXED EXPRESSIONS	% OF F.E.'s	TWO WORD VERBS	% OF 2 W.V.'s	TOTAL F.E.'s & 2 W.V.'s	% OF TOTAL
1	NATIONAL CAPITAL COMMISSION	20	6,130	158	2.58	49	.80	207	3.38
2	BETWEEN OURSELVES	3	7,644	360	4.71	55	.72	415	5.43
3	TASK FORCE ON SPORT	4	4,456	245	5.50	42	.94	287	6.44
4	UNDER ATTACK	10	2,229	98	4.40	7	.31	105	4.71
6	BALANCE & BIOSPHERE	12	1,191	80	6.72	10	.84	90	7.56
8	A TAXING PROPOSITION	15	3,287	130	3.96	26	.79	156	4.75
10	KITSCH	2	3,773	178	4.72	27	.72	205	5.43
12	AMERICANIZATION OF CANADA	6	4,217	143	3.39	22	.52	165	3.91
14	GREEN LINE	21	4,001	181	4.52	21	.53	202	5.05

COMPARISON OF SECTION C DATA

BEST COPY AVAILABLE

TAPE	TITLE	SPEAKERS	WORD COUNT	FIXED EXPRESSIONS	% OF F.E.'s	TWO WORD VERBS	% OF 2 W.V.'s	TOTAL F.E.'s & 2 W.V.'s	% OF TOTAL
15	STERILIZATION	12	1,789	88	4.92	22	1.23	110	6.15
27	RADIO FREE FRIDAY	6	2,346	150	6.39	30	1.28	180	7.67
28	EDUCATION IN NEWFOUNDLAND	50	7,610	127	1.67	23	.30	150	1.97
29	THE ETERNAL TRIANGLE	11	5,821	422	7.25	88	1.51	510	8.76
30	GUIDANCE COUNSELLORS CONFERENCE	29	4,328	275	6.35	49	1.13	324	7.49
31	THE WORK LOTTERY	9	3,359	131	3.90	52	1.55	183	5.45
32	THE CHIEF OFFENDER	17	2,432	120	4.93	31	1.28	151	6.21
33	THE BILL OF RIGHTS	4	2,941	139	4.73	15	.51	154	5.24
34	DOING YOUR OWN THING	3	1,409	101	7.17	19	1.35	120	8.52

COMPARISON OF SECTION C DATA

BEST COPY AVAILABLE

TAPE	TITLE	SPEAKERS	WORD COUNT	FIXED EXPRESSIONS	% OF F.E.'s	TWO WORD VERBS	% OF 2 W.V.'s	TOTAL F.E.'s & 2 W.V.'s	% OF TOTAL
35	URBANIZATION IN THE THIRD WORLD	5	2,251	78	3.47	23	1.02	101	4.49
36	THE NON-MEDICAL USE OF DRUGS	6	2,246	101	4.50	11	.49	112	4.99
37	HOCKEY COACH	18	4,177	239	5.72	23	.55	262	6.27
38	OPEN HOUSE	12	1,576	79	5.01	15	.95	94	5.96
C-TOTAL		275	79,213	3623	4.57	660	.83	4283	5.41

BEST COPY AVAILABLE

misunderstood while speaking on the topic of homosexuality. Out of 2,229 running words only seven two-word verbs were recorded. Much the same was observed in Tape 15 on the subject of STERILIZATION. In the highly scientific and legal fields of BALANCE AND BIOSPHERE, Tape 6, and THE BILL OF RIGHTS, Tape 33, we find again fewer two-word verbs.

The overall proportionate use of two-word verbs may be seen in the following summary table:

	2WV relative to total usage	Word count relative to total corpus
Section A	22.8%	22.3%
Section B	24.4%	17.4%
Section C	52.8%	60.3%

EXTERNAL RELIABILITY

Table VII, page 90, is a "Comparison of the Seven Most Frequent Fixed Expressions in the F.E. List to their Frequency in the Schonell List". In this comparison we find a noticable similarity in our use of fixed expressions. Had our objectives been more similar it is possible that our types would have more closely approached those of the Australians.

As a further note on the external reliability of our data we would like to point out a further similarity. By dividing the tokens into the total word count, Schonell found that his "idioms" occurred

COMPARISON OF THE SEVEN MOST FREQUENT FIXED EXPRESSIONS IN THE F.E. LIST TO THEIR FREQUENCY IN THE SCHONELL LIST

	F.E. RANK	SCHONELL RANK
I think (that)	1	5
(Oh)* well (now)*	2	11
You know	3	1
(and then)* of course (not)	4	3
(Yes) (that's)* right	5	10
(a)* sort(s) of (thing)*	6	44
(oh,)* I (really)* (don't)* know (that)	7	9

Note:

This Fixed Expression project analysed 131,536 words yielding in all, 7,756 tokens and 2,072 types. By comparison the Australian study was four times as large. Schonell analysed 512,647 words finding 29,975 tokens and 7,654 types.

COMPARISON OF RANKS

BEST COPY AVAILABLE

VERB	F.E. RANK	AAC RANK	ASE RANK	KUČERA RANK	LORGE RANK
THINK	1	41	3	11	11
KNOW	2	38	4	7	6
SAY	4	-	-	1	3
LIKE	5	25	16	-	10
SEE	6	41	14	-	8
MEAN	8	-	-	23	41
FEEL	9	26	13	19	22
FIND	10	13	10	12	15
BELIEVE	12	40	40	-	-
SEEM	13	-	-	15	18
TAKE	14	10	8	4	9
UNDERSTAND	19	35	23	-	-
AGREE	21	28	22	-	-

	LOCATION	TYPE	WORD COUNT
FIXED EXPRESSION CORPUS	Language Bureau, 1972	Oral	131,536
ANALYSIS ADMINISTRATIVE CORRESP.	Language Bureau, 1971	Written	250,109
ANALYSIS SPOKEN ENGLISH	Language Bureau, 1971	Oral	60,216
KUČERA CORPUS	Brown University, 1967	Written	1,000,000
LORGE CORPUS	Columbia University, 1943	Written	4,500,000

BEST COPY AVAILABLE

once in every seventeen words. When we follow this method we find that one of our items, either a fixed expression, a BE plus adjunct or a two-word verb occurs once in every 16.9 words.

On averaging the number of words in all our items, we established the average of four words to each fixed expression, two and a half to each of the BE plus adjuncts and two-word verbs. By multiplying the total number of fixed expressions by four and the number of the other two items by two and a half, adding these together, and then dividing the result into the total word count, we find that items we studied occur once in every 4.6 words.

Table IX, page 93, depicting the frequency distribution of fixed expressions, illustrates the cumulative number of types and tokens throughout the corpus. In consulting this table we find that the single most frequent item, *I think* accounts for 8.93% of all F.E. tokens. When we add the 512 tokens for *Well* we have covered only .12% of our types but we now have 1086 tokens, or 16.89% of all fixed expressions in the corpus.

DISTRIBUTION

One of the chief observations to be made from the Fixed Expression Distribution Table has been illustrated in Schematic V, page 95, T Fixed Expression Pyramid. This pyramid illustrates how 41.1% of all our tokens are represented by only nineteen types. A further reference to the Table IX shows further that thirty-eight types, or slightly more than 2% of all types account for a little better than 50% of all fixed expressions.

FIXED EXPRESSIONS FREQUENCY DISTRIBUTION TABLE

BEST COPY AVAILABLE

RANK	TYPES	CUMULATIVE NO. OF TYPES	% OF TOTAL TYPES	TOKENS	CUMULATIVE NO. OF TOKENS	% OF TOTAL TOKENS
1	1	1	.06	574	574	8.93
2	1	2	.12	512	1086	16.89
3	1	3	.18	364	1450	22.55
4	1	4	.24	150	1600	24.89
5	1	5	.30	104	1704	26.51
6	1	6	.36	103	1807	28.11
7	1	7	.42	96	1903	29.60
8	1	8	.48	95	1998	31.08
9	1	9	.54	73	2071	32.21
10	1	10	.60	72	2143	33.33
11	1	11	.66	65	2208	34.34
12	1	12	.72	63	2271	35.32
13	1	13	.78	60	2331	36.26
14	1	14	.84	59	2390	37.18
15	1	15	.90	56	2446	38.05
16	1	16	.96	55	2501	38.90
17	1	17	1.02	54	2555	39.74
18	2	19	1.14	88	2643	41.11
19	1	20	1.20	42	2685	41.76
20	1	21	1.26	41	2726	42.40
21	1	22	1.32	40	2766	43.02
22	1	23	1.38	39	2805	43.63
23	1	24	1.44	37	2842	44.21
24	1	25	1.50	36	2878	44.77
25	2	27	1.62	66	2944	45.79
26	1	28	1.68	29	2973	46.24
27	3	31	1.86	84	3057	47.55

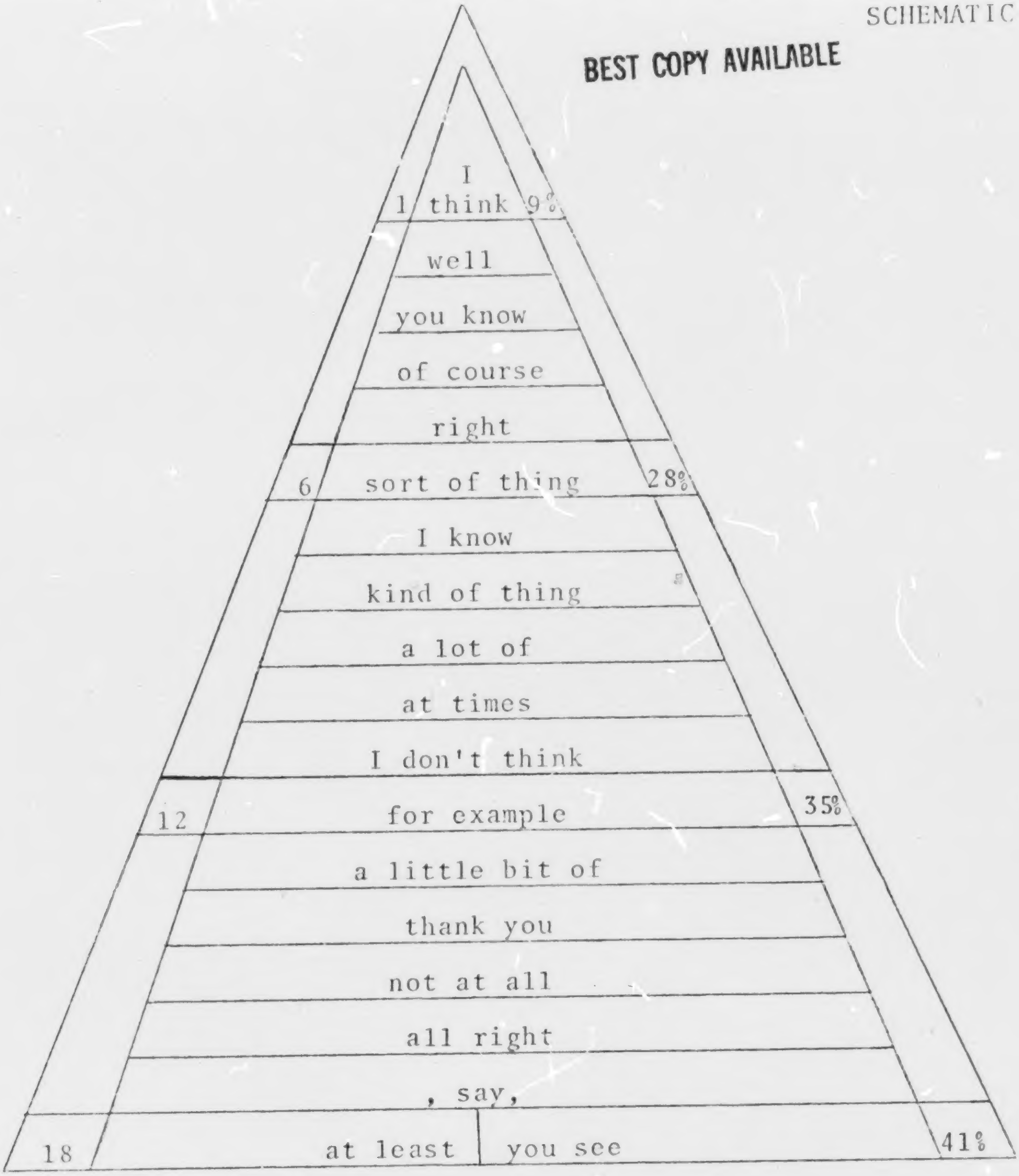
FIXED EXPRESSIONS FREQUENCY DISTRIBUTION TABLE

BEST COPY AVAILABLE

RANK	TYPES	CUMULATIVE NO. OF TYPES	% OF TOTAL TYPES	TOKENS	CUMULATIVE NO. OF TOKENS	% OF TOTAL TOKENS
28	1	32	1.92	27	3084	47.97
29	1	33	1.98	26	3110	48.38
30	1	34	2.04	25	3135	48.76
31	1	35	2.10	24	3159	49.14
32	3	38	2.28	69	3228	50.21
33	3	41	2.46	66	3294	51.24
34	3	44	2.64	63	3357	52.22
35	1	45	2.70	20	3377	52.53
36	3	48	2.88	57	3434	53.41
37	3	51	3.06	54	3488	54.25
38	1	52	3.12	17	3505	54.52
39	3	55	3.30	48	3553	55.27
40	4	59	3.54	60	3613	56.20
41	4	63	3.78	56	3669	57.07
42	5	68	4.08	65	3734	58.08
43	1	69	4.14	12	3746	58.27
44	5	74	4.44	55	3801	59.12
45	3	77	4.62	30	3831	59.59
46	9	86	5.16	81	3912	60.85
47	11	97	5.82	88	4000	62.22
48	15	112	6.72	105	4105	63.85
49	21	133	7.97	126	4231	65.81
50	35	168	10.07	175	4406	68.53
51	46	214	12.83	184	4590	71.40
52	88	302	18.11	264	4854	75.50
53	209	511	30.64	418	5272	82.00
[illegible]	1157	1668	100.00	1157	6428	100.00

SCHEMATIC V

BEST COPY AVAILABLE


I think
1
9%
well
you know
of course
right
sort of thing
6
28%
I know
kind of thing
a lot of
at times
I don't think
for example
12
35%
a little bit of
thank you
not at all
all right
, say,
at least
you see
18
41%

THE FIXED EXPRESSION PYRAMID

THESE 19 TYPES REPRESENT 41%

OF ALL FIXED EXPRESSIONS

The Fixed Expression Distribution Table has been graphically represented in Schematic VI, page 97. Using the figures of Table IX, the graph indicates the decreasing frequency value of F.E.'s in the higher ranks. This may mean that fixed expressions used only once or twice should have a relatively minor place in a teaching program while those F.E.'s in the first 46 ranks should be given a higher teaching priority.

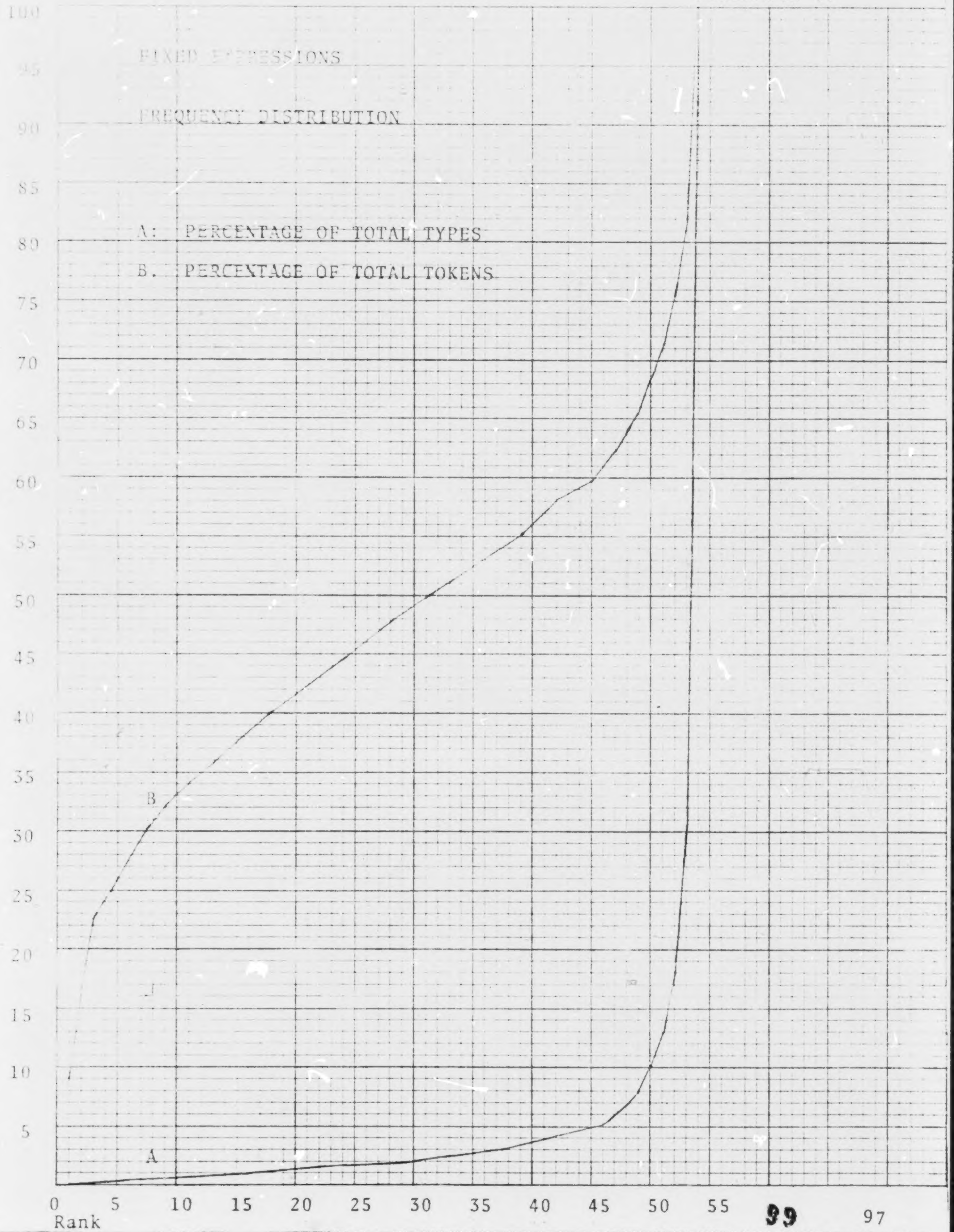
The Two-Word Verb Frequency Distribution Table (Table X, page 98) has been graphically represented in Schematic VII, page 99. Our findings reveal that if we were to teach all the two-word verbs found in the first seventeen ranks we would have concerned ourselves with a total of only forty-one types. Thus by concentrating on only 11% of our 366 types we would be teaching 51.24% of all two-word verbs that this project has found common to Canadian speakers. The point of diminishing returns set in the last three ranks where 35% of our two-word verbs occur with frequencies of three, two and one.

INTERNAL RELIABILITY

As an internal check on the reliability of our figures, we looked at the F.E. frequency of usage in six samplings taken from six different tapes, one sampling from Section A, another from B and four from Section C. Of the latter we have an excerpt from a radio interview, two "phone-in" radio programs, and a recorded conference of professional people. In no instance did any speaker talk on more than one tape.

BEST COPY AVAILABLE

SCHEMATIC VI



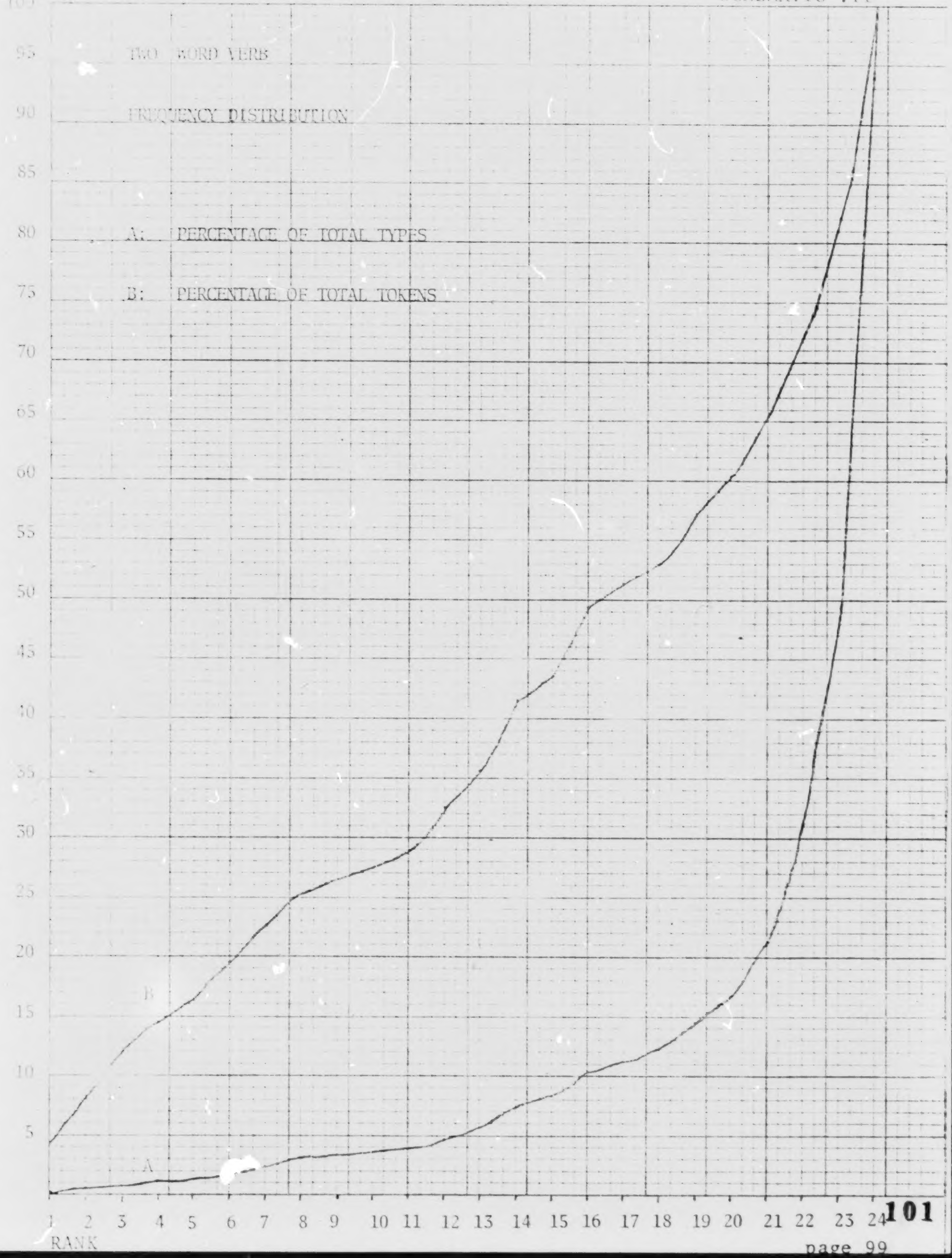
TWO-WORD VERB FREQUENCY DISTRIBUTION TABLE

BEST COPY AVAILABLE

RANK	TYPES	CUMULATIVE NO. OF TYPES	% OF TOTAL TYPES	TOKENS	CUMULATIVE NO. OF TOKENS	% OF TOTAL TOKENS
1	1	1	0.27	54	54	4.31
2	1	2	0.55	52	106	8.47
3	1	3	0.82	48	154	12.30
4	1	4	1.09	29	183	14.62
5	1	5	1.36	23	206	16.45
6	2	7	1.91	40	246	19.65
7	2	9	2.45	36	282	22.52
8	2	11	3.00	34	316	25.24
9	1	12	3.27	16	332	26.52
10	1	13	3.54	15	347	27.72
11	1	14	3.82	14	361	28.83
12	4	18	4.90	52	413	32.96
13	3	21	5.72	36	449	35.83
14	7	28	7.63	77	526	41.98
15	2	30	8.20	20	546	43.58
16	8	38	10.04	72	618	49.32
17	3	41	11.17	24	642	51.24
18	3	44	11.99	21	663	52.91
19	9	53	14.44	54	717	57.22
20	9	62	16.89	45	762	60.81
21	15	77	20.98	60	822	65.60
22	39	116	31.61	117	939	74.94
23	63	179	48.77	126	1065	85.00
24	188	367	100.00	188	1253	100.00

BEST COPY AVAILABLE

SCHEMATIC VII



With reference to the following data found in Tables XI to XVI, each sampling contained a continuous word-count of 2,500 words. Each table notes the average number of words found on a page of the transcription. These averages varied from 52 to 83 words per page.

The six Frequency of Usage tables are comprised of the number of F.E. types and tokens found on each page of the sample. With this information spread out in such a manner we are able to see a consistent distribution of types and tokens, irrespective of the number of people who contributed to the words spoken on that page.

Tables XI to XVI, also reveal that on a given page of transcribed words there were few instances when the same fixed expression was repeated.

The Individual Usage of Fixed Expressions, Tables XVII to XXII, pages 107 to 112, show a more detailed internal reliability check in that they reinforce the earlier observation that the ratio of words in each of our items studied to the total word count is 1:4.6. This figure was based on a careful estimate of all items considered in this project, including two-word verbs and BE plus adjuncts. When we total and then average the ratio in our six samples of individual usage of F.E.'s, we find an average of 5.2 words per fixed expression.

While it is interesting to observe among our individual samples that one well-educated speaker, page 109, filled her conversation with 50 tokens in a span of 500 running words, it is perhaps more useful to note that our senior government official, page 107, came close to the average ratio of F.E.'s to total words. (1:4·7 vs 1:4·6)

TABLE XI

USAGE OF FIXED EXPRESSIONS

BEST COPY AVAILABLE

TOPIC LANGUAGE LEARNING AND TEACHING-FORMAL DISCUSSION (TAPE 17A)

TOTAL WORD COUNT 2,500

AVERAGE WORDS PER FULL PAGE 70

NUMBER OF SPEAKERS 6

PAGE	SPEAKERS	TOKENS	TYPES
1	1	5	5
2	1	3	3
3	1	10	10
4	2	-	-
5	3	2	2
6	3	5	5
7	1	5	5
8	2	-	-
9	2	2	2
10	1	3	3
11	1	2	2
12	3	2	2
13	2	2	2
14	3	3	2
15	1	2	2
16	1	6	5
17	3	3	3
18	1	2	2
19	1	-	-
20	1	3	3
21	2	5	5
22	2	2	2
23	1	-	-
24	1	2	2
25	2	-	-
26	1	3	3
27	2	3	3
28	2	3	3
29	1	3	3
30	1	4	4
31	1	1	1
32	1	2	2
33	1	4	4
34	2	3	3
35	2	4	4
36	1	3	3
37	2	3	3

TABLE XII

USAGE OF FIXED EXPRESSIONS

BEST COPY AVAILABLE

TOPIC LANGUAGE TEACHING AND LEARNING-INFORMAL DISCUSSION (TAPE 17B)

WORD COUNT 2,500

AVERAGE WORDS PER FULL PAGE 54

NUMBER OF SPEAKERS 4

PAGE	SPEAKERS	TOKENS	TYPES	PAGE	SPEAKERS	TOKENS	TYPES
1	1	2	2	25	2	2	2
2	2	3	3	26	2	2	2
3	2	1	1	27	2	-	-
4	3	6	6	28	1	2	2
5	2	1	1	29	2	3	3
6	1	5	4	30	2	-	-
7	1	4	3	31	1	2	2
8	1	1	1	32	1	1	1
9	2	5	5	33	1	1	1
10	1	1	1	34	1	1	1
11	1	4	4	35	2	5	4
12	2	2	2	36	2	4	4
13	1	1	1	37	2	3	2
14	2	4	4	38	2	4	3
15	2	4	4	39	3	2	2
16	2	5	5	40	2	5	5
17	2	3	3	41	2	3	3
18	3	2	2	42	2	3	3
19	1	3	3	43	1	2	2
20	1	2	2	44	3	4	4
21	2	-	-	45	1	3	3
22	3	2	2	46	3	2	2
23	1	3	3	47	2	2	2
24	3	3	3				

TABLE XIII

USAGE OF FIXED EXPRESSIONS

BEST COPY AVAILABLE

TOPIC TASK FORCE ON SPORT (TAPE 3)

TOTAL WORD COUNT - 2500

AVERAGE WORDS PER FULL PAGE - 72

NUMBER OF SPEAKERS - 4

PAGE	SPEAKERS	TOKENS	TYPES	PAGE	SPEAKERS	TOKENS	TYPES
1	1	4	4	22*	1	1	1
2	1	3	3	23	1	6	6
3	1	4	4	24	1	5	5
4	1	4	4	25	1	1	1
5	1	4	3	26	1	8	6
6	1	2	2	27	1	3	3
7*	1	2	2	28	1	6	6
8	1	5	5	29	1	5	4
9	1	3	3	30	1	3	3
10	1	3	3	31	1	4	4
11	1	2	2	32	1	5	5
12	1	2	2	33	1	6	5
13	1	3	3	34	1	4	4
14	1	4	4	35	1	2	2
15	1	3	3	36	1	7	6
16	1	4	4	37*	1	7	7
17	1	2	2	38	1	1	1
18*	1	1	1	39	1	10	10
19*	1	-	-	40	1	5	5
20*	1	1	1	41	1	4	4
21	1	3	3				

* = ½ page

TABLE XIV

USAGE OF FIXED EXPRESSIONS

BEST COPY AVAILABLE

TOPIC THE ETERNAL TRIANGLE	(TAPE 29)
TOTAL WORD COUNT	2,500
AVERAGE WORDS PER FULL PAGE	66
NUMBER OF SPEAKERS	2

PAGE	SPEAKERS	TOKENS	TYPES	PAGE	SPEAKERS	TOKENS	TYPES
1	1	6	6	20	2	4	4
2	1	3	3	21	2	5	5
3	1	6	6	22	2	5	5
4	1	7	7	23	2	6	6
5	1	7	7	24	2	6	5
6	1	5	5	25	2	2	2
7	1	10	10	26	2	2	2
8	1	6	6	27	2	4	4
9	1	8	8	28	2	10	9
10	1	6	6	29	2	2	2
11	2	5	5	30	2	4	4
12	2	7	5	31	2	5	5
13	2	2	2	32	2	4	4
14	2	6	6	33	2	4	3
15	2	3	3	34	2	3	3
16	2	-	-	35	2	5	5
17	2	1	1	36	2	7	5
18	2	1	1	37	2	5	5
19	2	6	6	38	2	10	9

TABLE XV

USAGE OF FIXED EXPRESSIONS

BEST COPY AVAILABLE

TOPIC GUIDANCE COUNSELLORS' CONFERENCE (TAPE 30)

TOTAL WORD COUNT 2,500

AVERAGE WORDS PER FULL PAGE 72

NUMBER OF SPEAKERS 8

PAGE	SPEAKERS	TOKENS	TYPES	PAGE	SPEAKERS	TOKENS	TYPES
1	1	6	6	20	2	4	3
2	1	7	6	21	1	5	5
3	1	1	1	22	2	4	4
4	2	4	4	23	2	4	4
5	7	2	2	24	3	4	4
6	2	5	5	25	1	5	3
7	1	4	4	26	2	5	5
8	1	4	4	27	1	7	7
9	1	2	2	28	4	6	6
10	1	3	3	29	1	5	4
11	1	3	2	30	2	4	4
12	1	6	4	31	2	5	5
13	1	1	1	32	3	1	1
14	1	6	6	33	1	9	7
15	2	6	5	34	1	8	8
16	1	3	3	35	1	8	6
17	2	4	4	36	3	4	4
18	3	6	6	37	3	3	3
19	2	3	3				

TABLE XVI

USAGE OF FIXED EXPRESSIONS

TOPIC	HOCKEY COACH	(TAPE 37)
WORD COUNT		2,500
AVERAGE WORDS PER FULL PAGE		83
NUMBER OF SPEAKERS		4

BEST COPY AVAILABLE

PAGE	SPEAKERS	TOKENS	TYPES	PAGE	SPEAKERS	TOKENS	TYPES
1	2	2	2	17	2	9	7
2	2	6	4	18	2	8	4
3	2	5	4	19	3	8	6
4	2	6	5	20	2	8	8
5	2	7	6	21	2	5	5
6	2	3	3	22	2	10	9
7	2	8	6	23	2	4	4
8	3	5	5	24	2	5	4
10	2	8	3	25	1	4	4
11	2	13	9	26	2	4	3
12	2	8	6	27	2	5	4
13	2	8	5	28	2	3	2
14	2	10	8	29	2	2	2
15	2	5	4	30	2	4	4
16	2	2	1	31	2	2	2

TABLE XVII

INDIVIDUAL USAGE OF FIXED EXPRESSIONS

BEST COPY AVAILABLE

TOPIC: TASK FORCE ON SPORT (Tape: 3)

WORD COUNT: 500

SPEAKER: a senior government official

A	in terms of	5
	in this regard	2
	in this field	1
	in this area	1
	in our own area	1
B	that's going to be the case	1
	on the other hand	1
	as a result of	1
	far as ... is concerned	1
	to bring this to fruition	1
C	we've got it going	1
	the first move	1
	we've taken steps	1
	we're well on the way	1
	in a very general way	1
D	I think	3
	we think	1
	we feel that	1
E	with respect to	2
	a good deal more	1
	hopefully	1
	well	1
F	the last couple of weeks	1
	outside consultants	1
	Tokens:	32
	Types:	24

The ratio of words in fixed expressions to the total word count is as 1:4.7

TABLE XVIII

INDIVIDUAL USAGE OF FIXED EXPRESSIONS

BEST COPY AVAILABLE

TOPIC: SECOND-LANGUAGE TRAINING (Tape: 23B)

WORD COUNT: 500

SPEAKER: educator and programmer in Language Bureau

A	oh, my	1
	oh, yes	1
	right	1
	all right	1
B	you know	1
	I don't know	1
	I think	1
	well	3
C	in fact	1
	just the fact of	1
	this kind of thing	1
	, say,	4
	sort of	1
	in that	1
	if you want	1
	in other words	1
	and then	1
D	a bit more	1
	a couple of	1
	a great deal	1
	way ahead	1
	at the end of	1
	on your own	1
	point of view	2
	all the time	1
	on the company time	1
	quite a long time	1
	once a week	3
	at home	1

Tokens: 37
Types: 29

The ratio of words in fixed expressions to the total word count is as 1:5.6

BEST COPY AVAILABLE

INDIVIDUAL USAGE OF FIXED EXPRESSIONS

TOPIC: THE ETERNAL TRIANGLE (Tape: 29)

WORD COUNT: 500

SPEAKER: The hostess for a Public Opinion radio show

A	the terrible example he's setting his children	1
	keeping him in line	1
	her so-called lover	1
	so-called	1
	the eternal triangle	3
	the other woman	4
B	Look!	1
	Take another look!	1
	Sorry!	1
C	, isn't it?	1
	So how about it?	1
	May I suggest ... ?	1
	What on earth ...	1
D	(and) of course,	2
	in fact,	1
	more likely	1
	in public	1
	but generally speaking,	1
	and then,	1
	now and then	1
	without a doubt	1
E	a bit of a new twist	1
	with a new twist	1
	and it's still very much the same	1
	over some years	1
	in something like this	1
	such a thing as this	1
	a very decent sort of person	1
	this sort of situation	1
	like thousands of others	1
	or a thousand other things	1
	it's a typical picture	1
F	cares a great deal	1
	a sizable part of	1
	a number of ways	1
	about the way	1
G	no upstanding firm	1
	and, last but not least,	1
	maybe your failure is showing	1
	there it is	1
H	give me the blast	1
	tell him to get lost	1
I	oh well,	1
	I wonder	1

Tokens: 50
Types: 44

The ratio of words in fixed expressions to the total word count is as 1:3.01

TABLE XX

BEST COPY AVAILABLE

INDIVIDUAL USAGE OF FIXED EXPRESSIONS

TOPIC: THE ETERNAL TRIANGLE (Tape: 29)

WORD COUNT: 500

SPEAKER: "The other woman," a local caller on a Public Opinion radio show

A	I feel	1
	I mean	1
	I think	1
B	but anyway	1
	I'll be damned	1
	on the other hand	1
	in all my life	1
	mind you,	2
	the only thing is	1
	the worst thing of all	1
	no wonder	1
C	break her neck	1
	find out different	1
	fix his meals	1
	get him	1
	keep him	1
	lose him	5
	make it	1
	stop and think	1
	take a darn good look	1
D	hard enough	1
	old enough	1
	strong enough	1
E	a little bit	1
	I never wanted anything so much ... as	1
	needs less and less	1
	sort of	1
F	a couple of months ago	1
	ever since time began	1

Tokens: 34
Types: 29

The ratio of words in fixed expressions to the total word count is as 1:5.1

BEST COPY AVAILABLE

TABLE XXI

INDIVIDUAL USAGE OF FIXED EXPRESSIONS

TOPIC: GUIDANCE COUNSELLORS CONFERENCE (Tape: 30)

WORD COUNT: 500

SPEAKER: an administrater acting as a chairman

A	(now) I think	6
	I am sure	1
B	I'd like to make a comment	1
	I'd like to hear what	1
C	you all know	2
	you know	1
D	first of all	1
	now for the first part	1
E	and for once	1
	that means	1
F	well	1
	say	1
	anyway	1
G	quite a few	1
	a lot of	1
H	of course	1
	how am I doing?	1
	a feedback meeting right here	1
	thank you	2
	Tokens:	26
	Types:	19

The ratio of words in fixed expressions to the total word count is as 1:6.9

TABLE XXII

INDIVIDUAL USAGE OF FIXED EXPRESSIONS

TOPIC: HOCKEY COACH (Tape: 37)

WORD COUNT: 500

SPEAKER: a radio announcer

BEST COPY AVAILABLE

A	well	7
	as well	3
	as a matter of fact	1
B	and then	1
	for example	2
C	it seems	1
	I understand	1
	I think	1
D	you know	3
	now you see	1
E	of course	1
	just common sense	1
	that's precisely the point	1
	what's the point of this	1
F	wait a minute	2
	that's a little deep for you	1
G	all right (then)	3
	OK	1
H	in favour of	2
	all kinds of	1
	thank you for the call	1
	Tokens:	36
	Types:	21

The ratio of words in fixed expressions to the total word count is as 1:5.7

IDEOLECTICAL SUBSTITUTIONS

The tables showing the Individual Usage of Fixed Expressions also show that within a 500-word count, the tokens seem to group into four to nine areas, each containing from two to nine alternate types. It would appear that for the sake of variety a speaker tends to move from one fixed expression to an alternative with the same meaning. Sometimes his alternative is parallel in construction, i.e. *in terms of, in this regard, in this field, in this area.* In other cases, the similarity is more semantic as in *I feel, I mean, I think.* To illustrate this tendency, we have grouped the F.E.'s in Tables XVII to XXII under the letters of the alphabet.

Returning to the senior government official, who may well mirror the national use of ossified expressions, we show in Schematic VIII, page 114, an illustrated example of his related expressions. Using the information from his individual usage found in Table XVII, Schematic VIII displays how regularly he returns to his ideolectical substitutions. On page 107 his twenty-four types had been reduced to six groupings, A, B, C, D, E and F. The last group, as with the other sampled speakers, is a miscellaneous category. To prepare Schematic VIII these letters were used to demonstrate how frequently the speaker returned either to the same type or to its substitute. Therefore Schematic VIII reads that he spoke thirteen words before using an F.E. containing four words and falling within Group B. He then went on with six words before using an F.E. containing six words from the

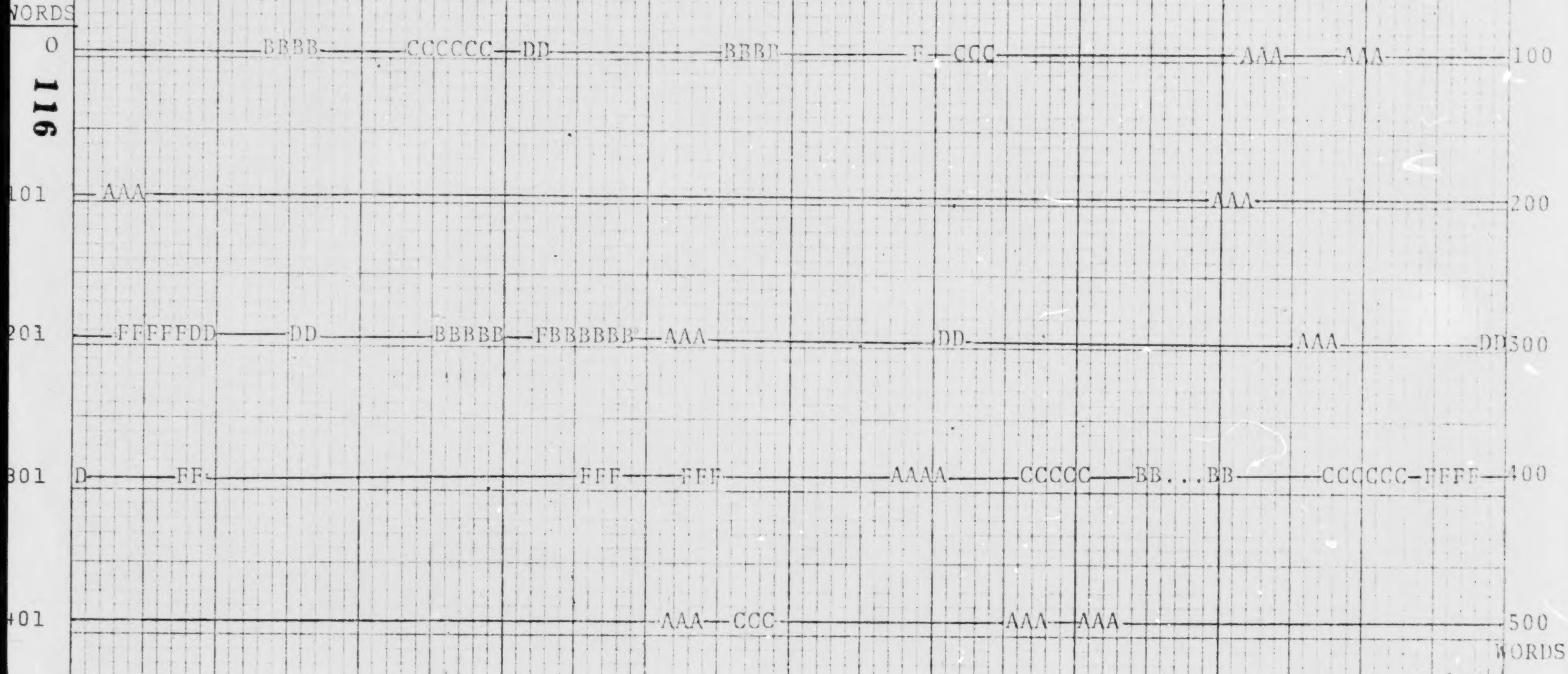
ILLUSTRATIVE EXAMPLE OF RELATED FIXED EXPRESSIONS

BEST COPY AVAILABLE

TOPIC: TASK FORCE ON SPORT (TAPE 3)

WORD COUNT: 500

SPEAKER: a senior government official



C Group, followed by another two words before using an F.E. in Group D. He continued speaking for twelve more words before once again using an F.E. from the B Group. Therefore he spoke twenty-eight words, including some F.E.'s from other groups, before returning to Group B.

OBSERVATIONS ON KEY WORDS

As further support of our thesis that speakers group their F.E.'s, we have prepared Key Word Lists 5, 6 and 7 to show substitution values based upon key words. We feel such lists could prove useful to program writers and teachers who may want to teach variations in parallel semantic usage.

With reference to Schematic II, page 76, we see that almost 30% of all our F.E.'s begin with a key word. The following Summary Table of Key Words (Table XXIII) lists thirty-six key words with reference to their total occurrence. We find that a significant number of all F.E.'s begin with "IN-INTO" as shown by the 20% figure found in this table. "AT" accounts for almost 13% of all key words. Seven other key words each claim over 5% of the F.E.'s constructed in this manner. In total, 85.5% of all fixed expressions beginning with key words use one of the following ten words: IN, INTO, AT, AS, ON, OF, SO, FOR, KIND, SORT.

RELATED SYNTAX

While it was not our intention to look at F.E.'s for their syntactical construction, a brief analysis was made of the first fifty ranks representing 168 types, to see the relationships

TABLE XXIII

SUMMARY TABLE OF KEY WORDS

BEST COPY AVAILABLE

KEY WORD	TOTAL	%
ABOUT	19	1.00
ACROSS	1	.05
AFTER	11	.58
ALMOST	2	.11
ALONG	6	.32
AROUND	8	.42
AS	188	9.88
AT	245	12.87
BEHIND	1	.05
BETWEEN	4	.21
BY	37	1.94
DESPITE	1	.05
DOWN	6	.32
DURING	1	.05
FOR	129	6.78
FROM	53	2.78
IN,INTO	381	20.01
JUST	11	.58
LIKE	22	1.16
OF	171	8.98
ON	174	9.14
OUT	17	.89
OVER	15	.79
SINCE	2	.11
SO	141	7.41
THROUGH	2	.11
TO	27	1.42
UNDER	3	.16
UP	10	.53
UNTIL	1	.05
WITH,WITHOUT	14	.74
KIND OF	100	5.25
SORT OF	99	5.20
TYPE OF	2	.11
	1904	100.00

BEST COPY AVAILABLE

between those using substantives, adjectives, verbs, adverb and prepositions. Table XXIV shows these relationships.

TABLE XXIV

SYNTACTICAL ITEMS

F.E.'s using		No. of types		%
substantives		139		82.74
adjectives		50		29.76
verbs		98		60.12
excluding BE & HAVE	45		26.79%	
adverbs		91		54.16
prepositions		79		47.02

Within the F.E.'s under consideration, only 60.12% contained verbs, and, if we exclude BE and HAVE, only 26.79%. This observation may show why it is easy to fit these high-frequency clichés, comparatively few in number and comparatively simple in construction, in at almost any point in our speech. For example, *I think*, *I know* and *I mean* are more ubiquitous in function than such precise grammatical verb patterns as, "he floundered " "we shivered " and "they embezzled funds".

THE SEMANTIC CATEGORIES

In the Summary of Semantic Tokens, Table XXV, page 118, we have observed that within the restricted boundaries of our eighteen semantic

TABLE XXV

SUMMARY OF SEMANTIC TOKENS

BEST COPY AVAILABLE

SEMANTIC CATEGORY	A	B	C	ABC	% of ABC
ANALOGY - CONTRAST	8	18	32	58	.90
CIRCUMLOCUTIONS	91	61	156	308	4.79
DEFINITE, DECISIVE, POSITIVE REACTION	68	90	156	314	4.89
ECHO - TAG	9	9	18	36	.56
EMPHASIS	147	122	423	692	10.77
GREETINGS - CLOSINGS	13	13	79	105	1.63
IDIOMS	105	87	338	530	8.25
INDEFINITE, INDECISIVE, NEUTRAL REACTION	12	16	23	51	.79
INTRODUCTORY	119	60	200	379	5.90
OFFICIALESE	72	30	142	244	3.80
PAUSE - INTERJECTION	520	520	1219	2259	35.14
PERSONAL OPINION	5	11	21	37	.58
PLACE	16	17	53	86	1.34
QUANTIFICATION	176	168	384	728	11.33
RHETORICAL QUESTIONS	16	5	28	49	.76
TIME EXPRESSIONS	79	70	232	381	5.93
VOGUE EXPRESSIONS	8	17	71	96	1.49
MIXED FIXED	15	12	48	75	1.17
TOTAL	1479	1326	3623	6428	100.00

BEST COPY AVAILABLE

categories our speakers used F.E.'s primarily as a technique for pausing and interjecting. Table XXV shows that 35.14% of all our tokens fell within the PAUSE-INTERJECTION semantic category.

In addition to wanting to break into a conversation or to maintain one's position in a dialogue, F.E.'s are helpful in emphasizing a point and showing QUANTIFICATION. This latter category accounted for 11.33% of all tokens while the EMPHASIS category showed its usefullness with 10.77%.

It is interesting to note that the characteristic caution of the public servant not to commit himself in a formal situation is noted in the one hundred seventy-six QUANTIFICATION occurrences in Section A. In this formal situation the looseness of *a little bit*, *a great deal*, *kind of*, and *sort of* might have given him a feeling of security. The public at large is not so cautious. The following summary table shows that while Section C represents 60% of the whole corpus this section accounts for less than 53% of the QUANTIFICATION items.

SECTION	QU TOKENS	% OF QU TOKENS	WORD COUNT
A	176	24.2%	22.3%
B	168	23.1%	17.4%
C	384	52.7%	60.3%

TABLE XXVI

The above summary table, and seven similar tables which follow, are based upon the data found in the Summary of Semantic Tokens Table XXV

BEST COPY AVAILABLE

and the Semantic Token Percentages Table XXIX, page 121.

As we expected, OFFICIALESE is prominent in the formal situation. There are twice as many OFFICIALESE tokens in A as in B. In spite of the fact that Section A is a third the size of Section C, A has relatively twice as many tokens.

SECTION	OF TOKENS	% OF TOKENS	WORD COUNT
A	72	29.5%	22.3%
B	30	12.3%	17.4%
C	142	58.2%	60.3%

TABLE XXVII

The GREETINGS - CLOSINGS category has few types and tokens because scripted beginnings and endings were not suitable to our purpose. Most of the types and tokens in this category came from the "phone-in" radio shows.

SECTION	GC TOKENS	% OF GC TOKENS	WORD COUNT
A	13	12.4	22.3%
B	13	12.4	17.4%
C	79	75.2	60.3%

TABLE XXVIII

Many items which could have appeared in the PERSONAL OPINION category were designated to other groupings because of their deeper semantic meaning and usefulness. Of the few examples which have

TABLE XXIX

SEMANTIC TOKEN PERCENTAGES

BEST COPY AVAILABLE

SEMANTIC CATEGORY	A	B	C	ABC
ANALOGY – CONTRAST	13.8	31.0	55.2	100
CIRCUMLOCUTIONS	29.5	19.8	50.6	100
DEFINITE, DECISIVE, POSITIVE REACTION	21.7	28.7	49.7	100
ECHO – TAG	25.0	25.0	50.0	100
EMPHASIS	21.2	17.6	61.1	100
GREETINGS – CLOSINGS	12.4	12.4	75.2	100
IDIOMS	19.8	16.4	63.8	100
INDEFINITE, INDECISIVE, NEUTRAL REACTION	23.5	31.4	45.1	100
INTRODUCTORY	31.4	15.8	52.8	100
OFFICIALESE	29.5	12.3	58.2	100
PAUSE – INTERJECTION	23.0	23.0	54.0	100
PERSONAL OPINION	13.5	29.7	56.8	100
PLACE	18.6	45.9	61.1	100
QUANTIFICATION	24.2	23.1	52.7	100
RHETORICAL QUESTIONS	32.7	10.2	57.1	100
TIME EXPRESSIONS	20.7	18.4	60.9	100
VOGUE EXPRESSIONS	8.3	17.8	74.0	100
MIXED FIXED	20.0	16.0	64.0	100
SECTIONAL PERCENTAGES OF TOTAL WORD COUNT	22.3	17.4	60.3	100

BEST COPY AVAILABLE

remained, twice as many tokens appeared in the Informal as compared to the Formal.

SECTION	PO TOKENS	% OF PO TOKENS	WORD COUNT
A	5	13.5%	22.3%
B	11	29.7%	17.4%
C	21	56.8%	60.3%

TABLE XXX

VOGUE EXPRESSIONS emphatically mark register as is observable from Table XXIV and the summarized data below. We find a sharp gradation from the formal and informal boardroom situations to the use of these expressions in other situations.

SECTION	VE TOKENS	% OF VE TOKENS	WORD COUNT
A	8	8.3%	22.3%
B	17	17.8%	17.4%
C	71	74.0%	60.3%

TABLE XXXI

RHETORICAL QUESTIONS, although few in number are more evident in the formal situation.

SECTION	RQ TOKENS	% OF RQ TOKENS	WORD COUNT
A	16	32. %	22.3%
B	5	10.2%	17.4%
C	28	57.1%	60.3%

TABLE XXXII

BEST COPY AVAILABLE

INTRODUCTORY has one hundred nineteen tokens in A as compared to only sixty in B. We speculate that in the more formal situation the speaker concentrates more on a courteous entry into discussion.

SECTION	IN TOKENS	% OF IN TOKENS	WORD COUNT
A	119	31.4%	22.3%
B	60	15.8%	14.4%
C	200	52.8%	60.3%

TABLE XXXIII

IDIOMS have a fairly even distribution throughout the corpus.

SECTION	ID TOKENS	% OF ID TOKENS	WORD COUNT
A	105	19.8%	22.3%
B	87	16.4%	17.4%#
C	338	63.8%	60.3%

TABLE XXXIV

With reference to the above table, to the Summary of Semantic Types, Table XXXV, page 124, and to the Semantic Type Percentages found on page 125, we see that while IDIOM tokens are high in number, the types are also high. Few idioms were repeated. This would indicate that this is an area that second language programmers would do well to avoid. These figures of speech are often culture-bound, and although they are colourful, they are more difficult for the second language learner to use in precisely

TABLE XXXV

SUMMARY OF SEMANTIC TYPES

BEST COPY AVAILABLE

SEMANTIC CATEGORY	A	B	C	ABC	% of ABC
ANALOGY - CONTRAST	5	10	16	23	1.38
CIRCUMLOCUTIONS	49	25	57	99	5.94
DEFINITE, DECISIVE, POSITIVE REACTION	20	17	42	57	3.42
ECHO - TAG	5	5	16	23	1.38
EMPHASIS	55	41	127	184	11.03
GREETINGS - CLOSINGS	3	2	13	14	.84
IDIOMS	87	73	271	407	24.40
INDEFINITE, INDECISIVE, NEUTRAL REACTION	6	8	15	24	1.44
INTRODUCTORY	40	19	61	89	5.34
OFFICIALESE	36	21	103	151	9.05
PAUSE - INTERJECTION	55	39	73	96	5.76
PERSONAL OPINION	4	6	17	23	1.38
PLACE	15	8	26	40	2.40
QUANTIFICATION	61	41	68	120	7.19
RHETORICAL QUESTIONS	8	4	20	27	1.62
TIME EXPRESSIONS	44	32	126	168	10.07
VOGUE EXPRESSIONS	8	17	38	60	3.60
MIXED FIXED	13	9	45	63	3.78
TOTAL	514	377	1134	1668	100.00

TABLE XXXVI

SEMANTIC TYPE PERCENTAGES

BEST COPY AVAILABLE

SEMANTIC CATEGORY	A	B	C	ABC
ANALOGY - CONTRAST	16.1	32.3	51.6	100%
CIRCUMLOCUTIONS	37.4	19.1	43.5	100
DEFINITE, DECISIVE, POSITIVE, REACTION	25.3	21.5	53.2	100
ECHO - TAG	19.2	19.3	61.5	100
EMPHASIS	24.6	18.4	57.0	100
GREETINGS - CLOSINGS	16.7	11.1	72.2	100
IDIOMS	20.2	16.9	62.9	100
INDEFINITE, INDECISIVE, NEUTRAL, REACTION	20.7	27.6	51.7	100
INTRODUCTORY	33.4	15.8	50.8	100
OFFICIALESE	22.5	13.12	64.4	100
PAUSE - INTERJECTION	32.9	23.4	43.7	100
PERSONAL OPINION	14.8	22.3	62.9	100
PLACE	30.6	16.3	53.1	100
QUANTIFICATION	35.9	24.1	40.0	100
RHETORICAL QUESTIONS	25.0	12.5	62.5	100
TIME EXPRESSIONS	21.8	15.8	62.4	100
VOGUE EXPRESSIONS	12.7	26.9	60.4	100
MIXED FIXED	19.4	13.4	67.6	100
SECTIONAL PERCENTAGE OF TOTAL WORD COUNT	22.3	17.4	60.3	100

the correct context. Students enjoy using idioms but we feel they should acquire them on their own. Our concentration in this expressive area should be on the most frequent 168 F.E.'s, none of which are idioms, and on the much more productive two-word verbs.

From five hundred thirty IDIOM tokens we find that four hundred sixty-four idioms appeared only once. Table XXXVII, page 127, gives a complete summary of idioms sharing the same rank. The information from this table has been graphically represented in Schematic IX.

Schematic X, page 129, a pie graph of the semantic types, shows that the IDIOM types form a disproportionate part of the whole. When we contrast this graph with Schematic XI, a pie graph of semantic tokens, we see further proof of the lack of relevant value to be found in teaching idioms.

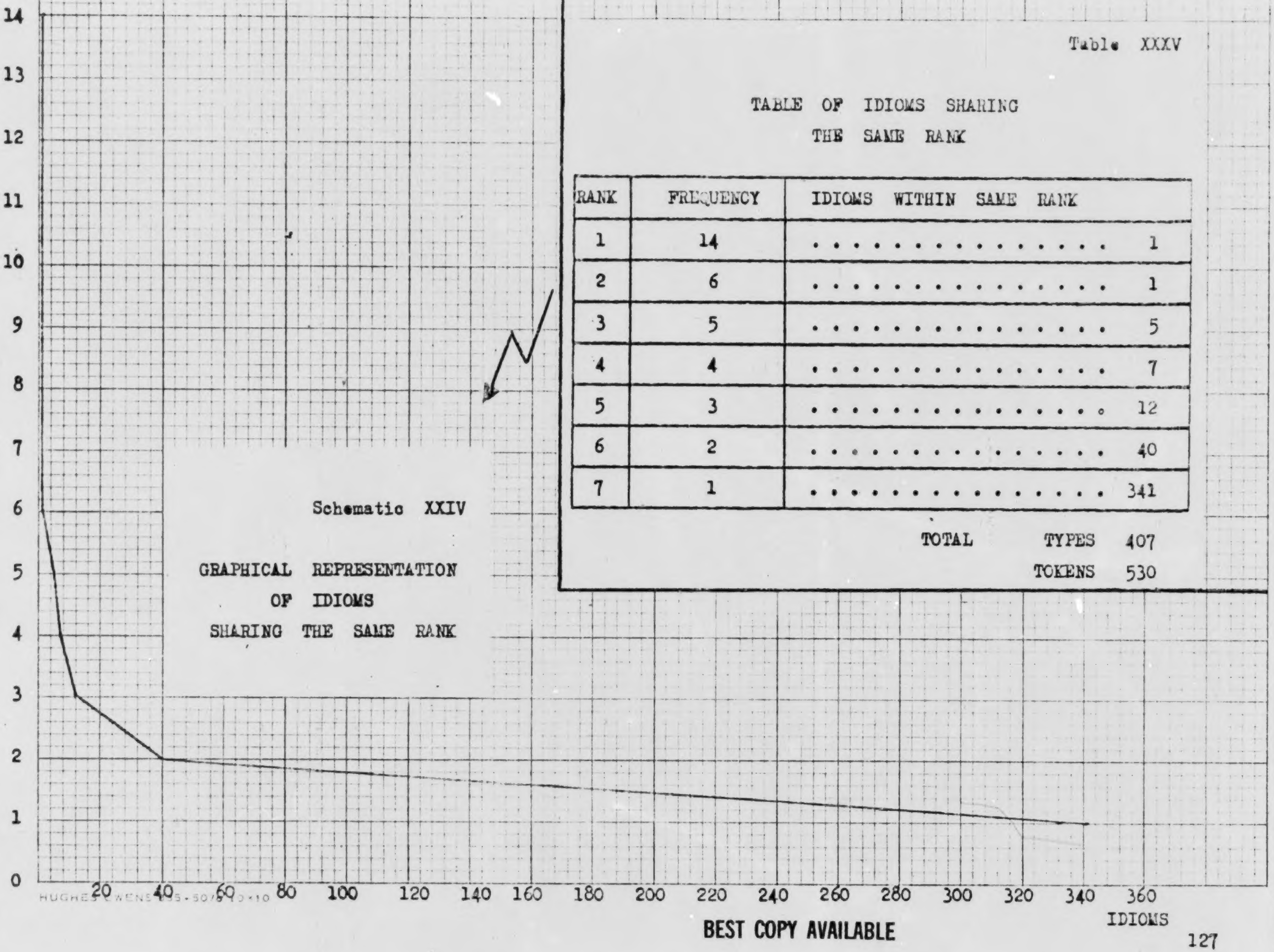
A further observation from Schematic XI shows the preponderant quality of the PAUSE - INTERJECTION classification. The number of types within PAUSE - INTERJECTION is shown in Schematic X to be a small part of all the F.E. types. On page 130, Pause - Interjection Frequency Table XXXVIII gives the breakdown of the items which contributed to the huge PI segment found in Schematic XI. Looking at the PAUSE - INTERJECTION frequencies we see that the first three ranks in Table XXXVIII represent 64% of all the PI tokens. The first fifteen ranks comprise almost 88%. By their high frequency, we conclude that these seventeen PI items are among the most useful Canadian expressions. From listening to the tapes we have found that these items serve purposes far beyond the simple meanings these words appear to carry.

Table XXXV

TABLE OF IDIOMS SHARING THE SAME RANK

RANK	FREQUENCY	IDIOMS WITHIN SAME RANK
1	14	 1
2	6	 1
3	5	 5
4	4	 7
5	3	 12
6	2	 40
7	1	 341

TOTAL TYPES 407
TOKENS 530



Schematic XXIV

GRAPHICAL REPRESENTATION
OF IDIOMS
SHARING THE SAME RANK

BEST COPY AVAILABLE

Table XXXV
*Supplement

TABLE OF IDIOMS SHARING
THE SAME RANK

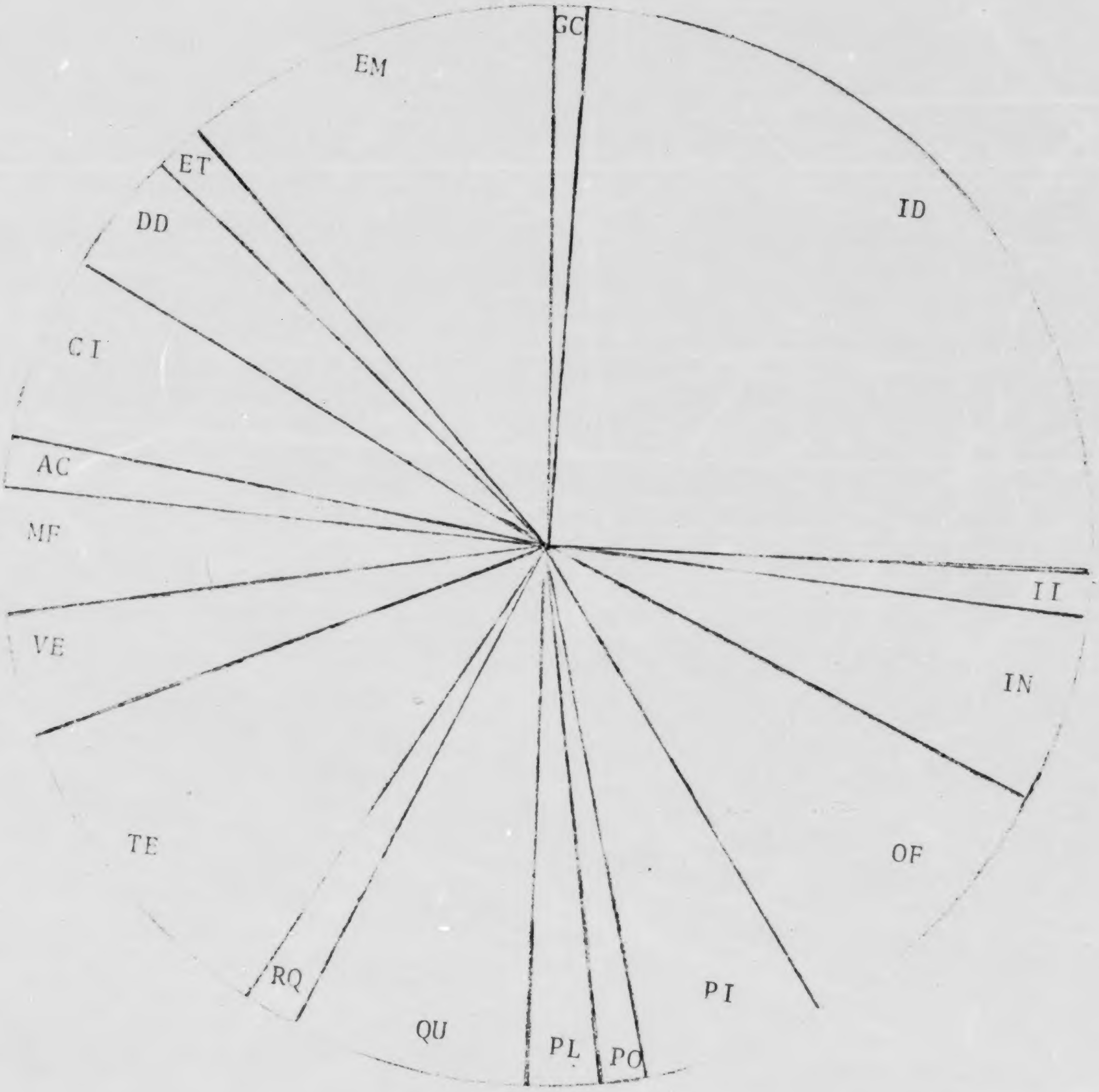
BEST COPY AVAILABLE

RANK	FREQUENCY	IDIOMS WITHIN SAME RANK:	
1	14	have (that) in mind	1
2	6	(to) take a ... break (now)	1
3	5	('re) faced with in my (own) mind the eternal triangle (bring this) up to date the other woman	5
4	4	let's face it along (the same) lines (of) sort of a launching pad at (the early) stage (of the game) on his own time (there's) no way around (it) in (the Canadian) way of life	7
5	3	. . . .	12
6	2	. . . .	40
7	1	. . . .	341
		TOTAL TYPES	407
		TOKENS	530

*Actual idioms found in the first four ranks

TYPES IN EACH SEMANTIC CATEGORY
BASED ON 1668 TYPES

BEST COPY AVAILABLE



TOKENS IN EACH SEMANTIC CATEGORY

BASED ON 6428 TOKENS

BEST COPY AVAILABLE

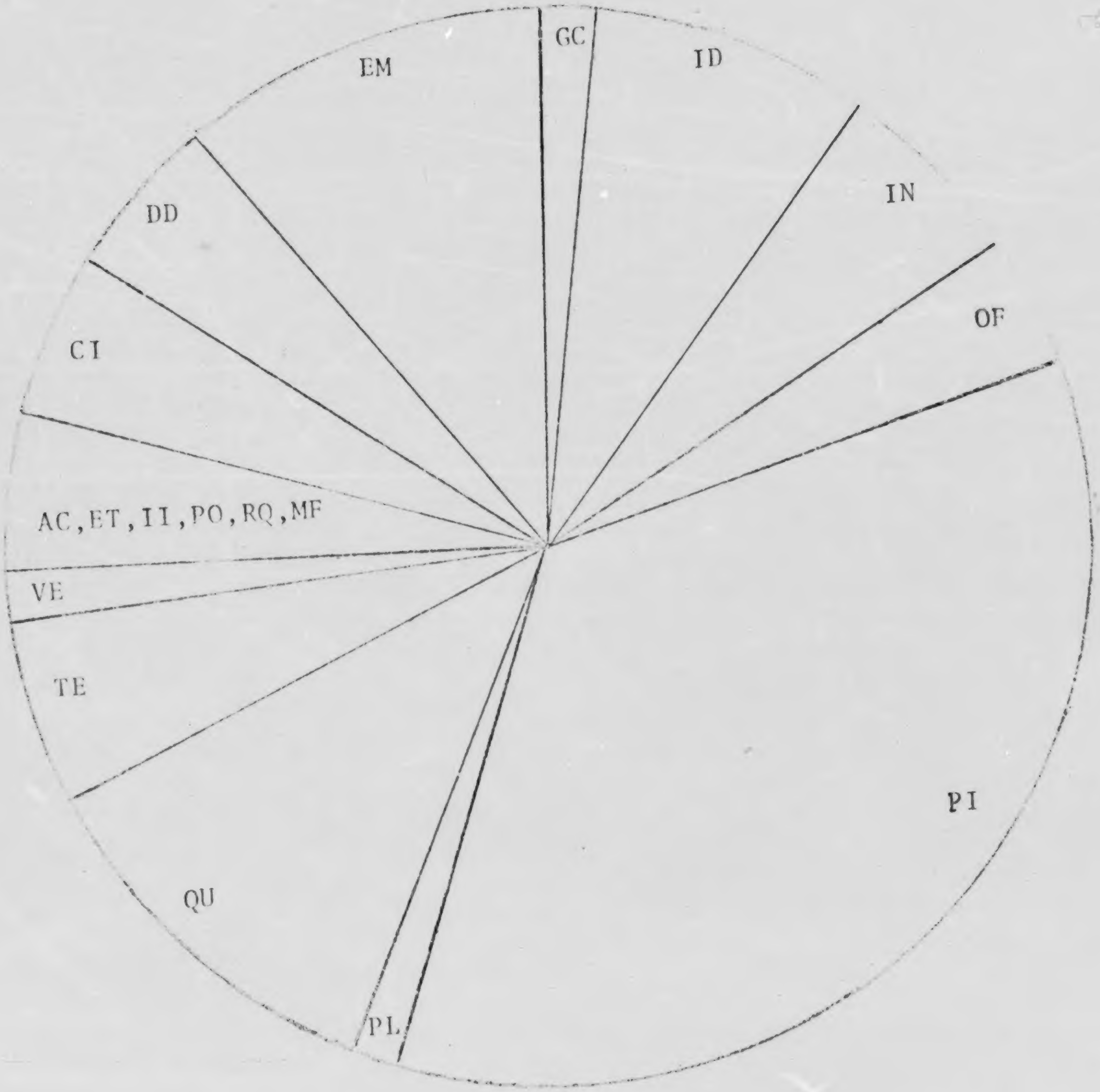


TABLE XXXVIII

PAUSE-INTERJECTION FREQUENCY TABLE
BASED ON THE FIRST 15 RANKS

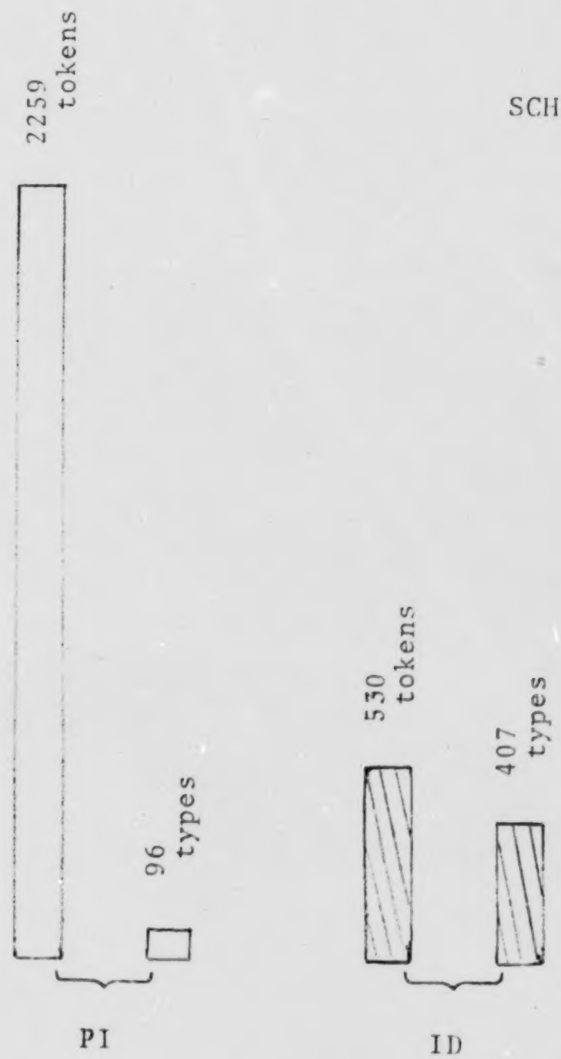
BEST COPY AVAILABLE

ANK ITHIN ORPUS	RANK WITHIN PI		FREQUENCY	%
1	1	I think (that)	574	25.41
2	2	(oh)* well (now)*	512	22.67
3	3	you know	364	16.11
7	4	(oh)* I (really)* (don't)* know (that)	96	4.25
11	5	(and) I don't think (that)	65	2.88
17	6	say (in Quebec*)	54	2.39
18	7	(so)* you see	44	1.95
20	8	(oh)* you* mean	41	1.82
25	9	I*('d) (honestly)* feel (that)*	33	1.46
26	10	(and) I* (don't) find (that)	29	1.28
27	11	(oh) I (would)* guess	28	1.24
		(and) in other words (perhaps)	28	1.24
28	12	(yes) I (don't) believe	27	1.20
32	13	(oh) I see	23	1.02
33	14	and then	22	.97
34	15	(I'm very) sorry	21	.93
		(again)* I (just)* think (that)	21	.93
		FIRST 15 RANKS	1982	87.74
		COMPOSITE PI TOTAL	2259	100.00

BEST COPY AVAILABLE

See Schematic XII as a summary of these observations on PAUSE - INTERJECTION and IDIOMS.

SCHEMATIC XII



CONTRAST OF PAUSE-INTERJECTION & IDIOMS

TWO-WORD VERBS

In a continuing analytical study of our two-word-verb data, we found that thirty-seven different adjuncts appeared alone after certain verbs to produce 336 two-word verbs. Under the title of

BEST COPY AVAILABLE

the Frequency of Single Adjuncts forming Two-Word Verbs, Table XXXIX shows the productivity of single adjuncts. "UP", for example, was combined with fifty-nine verbs, "OUT" with forty-five and "IN" with thirty-one.

The thirteen verbs combining five or more times with single adjuncts are depicted in a two-word-verb matrix. This matrix, Table XL, page 134, in listing thirty-four single adjuncts nets one hundred twenty-nine two-word verbs. This table reads, for example, that "BRING" may combine with seven individual adjuncts to yield such two-word verbs as *bring about*, *bring back* and *bring down*. The items ticked on the matrix show only those two-word verbs which occurred within our corpus. This matrix can also be used to predict other combinations which might be found in different situations.

Not all two-word verbs use only one adjunct at a time. The Frequency of Multiple Adjuncts Forming Two-Word Verbs is recorded in Table XLI. This table displays twenty-eight instances where two or more adjuncts were used with verbs to form what are generally called two-word verbs.

THE SUMMARY TABLES

In conclusion, we would like to draw your attention to the Comparison of the Section and Composite Data found in Table XLII, page 136. The material in this table was basic to many of the earlier tables and schematics, and is now a summary of facts and figures accruing from this study.

TABLE XXXIX

FREQUENCY OF SINGLE ADJUNCTS FORMING TWO-WORD VERBS

BEST COPY AVAILABLE

ADJUNCT	NO. OF VERBS	ADJUNCT	NO. OF VERBS
1 ABOUT	3	21 IN	31
2 ACROSS	4	22 INTO	8
3 AFTER	4	23 OFF	17
4 AGAINST	2	24 ON	28
5 AHEAD	3	25 ONTO	2
6 ALONG	7	26 OUT	45
7 ALOUD	1	27 OVER	13
8 APART	3	28 PART	1
9 AROUND	11	29 PLACE	11
10 ASIDE	1	30 RIGHT	1
11 AT	4	31 STRAIGHT	1
12 AWAY	9	32 THROUGH	7
13 BACK	25	33 TO	3
14 BY	2	34 TOGETHER	4
15 DOWN	19	35 UNDER	1
16 EVEN	1	36 UP	59
17 FOR	7	37 UPON	5
18 FORTH	1	38 WITH	7
19 FORWARD	3		
20 FROM	3		

FREQUENCY OF MULTIPLE ADJUNCTS FORMING TWO-WORD VERBS ALPHEBETIZED ACCORDING TO FIRST ADJUNCT

BEST COPY AVAILABLE

VERB	ADJUNCT # One	ADJUNCT # Two	ADJUNCT # Three	NO. OF VERBS
1 GO	AHEAD	WITH		1
2 GET GO	ALONG	WITH		2
3 GET STAY	AWAY	FROM		2
4 DO	AWAY	WITH		1
5 GET GO	BACK	INTO		2
6 FALL	BACK	ON		1
7 LOOK	DOWN	ON		1
8 COME GET	DOWN	TO		2
9 LOOK	DOWN	UPON		1
10 LEAVE	FREE	TO		1
11 GO	IN	FOR		1
12 GET ZERO	IN	ON		2
13 CUT	OFF	FROM		1
14 GO	ON	AROUND		1
15 GO	ON	THROUGH		1
16 GO	ON	TO		1
17 GET	ON	WITH		1
18 FIND	OUT	ABOUT		1
19 BREAK GET KEEP	OUT	OF		3
20 COME	OUT	WITH		2
21 GET	RID	OF		1
22 GO	RIGHT	THROUGH		1
23 GO	RIGHT	THROUGH	TO	1
24 GO	THROUGH	TO		1
25 GO	UP	FOR		1
26 GET LIVE	UP	TO		2
27 CATCH COME END WIND	UP	WITH		4
28 GO	WRONG	WITH		1

TABLE XLII

BEST COPY AVAILABLE

COMPARISON OF SECTION AND COMPOSITE DATA

1	2	3	4	5	6	7	8	9	10	11	12	13
SECT.	TITLE	PAGES	SPEAKERS	WORD COUNT	F.E.'s	% COL. 6 & 5	TWO WORD VERBS	% COL. 8 & 5	BE PLUS ADJUNCT	% COL. 10 & 5	TOTAL ITEMS	% COL. 12 & 5
A	FORMAL DISCUSSION	499	28	29,390	1479	5.03	285	.97	17	.06	1781	6.06
B	INFORMAL DISCUSSION	485		22,933	1326	5.78	307	1.34	37	.16	1670	7.28
C	MEDIA	2487	275	79,213	3623	4.57	661	.83	22	.03	4305	5.44
A,B,C	COMPOSITE	3471	303	131,536	6428	4.89	1253	.95	76	.06	7756	5.90

NOTE: *Except for a V.I.P. in Section A the same 28 people spoke in A and B. The V.I.P., who acted as a formalizing agent, rarely spoke.*

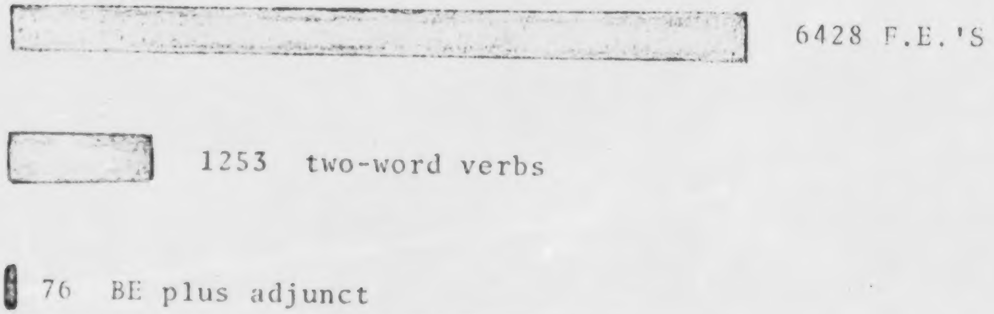
BEST COPY AVAILABLE

As Section C was comprised of many different people speaking in a variety of situations it was felt that further additional information was necessary for this section. As a result, Table VI, page 86, the Comparison of Section C Data, supplements the information given in the Comparison of the Section and Composite Data. A similar table was not required for Sections A and B as only twenty-eight people participated in the Formal and Informal boardroom situations. On the average, in each of the eight taping sessions, four public servants at the managerial and professional level contributed to the single topic: Teaching and Learning a Second Language.

As a further summary the following graph depicts the relative differences found in the three areas of this study.

SCHEMATIC XIII

BAR GRAPH OF ITEMS STUDIED



CHAPTER VII

CONCLUSIONS

... and this, that and the other thing 29-28-9

GENERAL OBSERVATIONS

Our research has been based on a representative selection of spoken English. We found our transcriptions to be different from written English, and not at all like our classroom dialogues. In addition to pauses, hesitations, repetitions and partial words, we discovered a preponderance of fixed expressions. As first-language learners we have been trained to believe that these expressions are undesirable clichés. Working without the benefit of being able to tape actual conversations, our early grammarians considered F.E.'s superfluous and recommended their avoidance. In setting down rules upon the more published version of the written language, grammarians evoked a false picture of the spoken language. They seemed to have convinced themselves in the words of John Kenneth Galbraith, "What is not supposed to exist is often imagined not to exist." This study has revealed that frozen segments are used no matter who the speaker. In fact they are such an important part of our speech that on the average there are no more than five words between fixed expressions.

We feel that the native speaker uses these expressions for semantic purposes beyond the surface meaning that the words carry. He uses them mainly, because he needs time to think. The second-language learner, while he may be taught the words, is not taught the purposes for which the first-language speaker manipulates these expressions.

Fixed expressions give native speakers a comfortable familiarity with the language. In all twenty-four of our taping sessions fixed expressions were a constant element. It does not appear to have mattered in what part of the country the speaker was speaking or to what socio-economic level he belonged, whether male or female, each speaker contributed to our data. Although a certain number of expressions were used frequently, a great many had a low frequency. Infrequent items often appeared to have had enough similar alternatives to help the speaker avoid repeating himself.

While most fixed expressions showed themselves to aid fluency, idioms appeared to have been used for their descriptive or metaphorical qualities. With references to old ideas and ideals, many of our idioms were far more dated than our other F.E.'s. Cliché, in its derogatory sense, seems to apply more to idioms than to any other type of frozen speech.

For recognition value and the interest they create a few of our more common idioms could be introduced into our teaching program. However, since our objective is to teach English on the basis of a 1200 - hour program, idioms do not merit further consideration due to their exceedingly low repetative nature.

Closely related to the idiom, the two-word verb gives a greater return for the time spent on it. A very limited number of verbs and a large number of adjuncts added to those same verbs yield combinations which take care of a high percentage of our two-word verbs. It should be recognized that our most frequent two-word verbs are common because they often carry more than one figurative meaning. This multiplicity of meaning compounds the problem of teaching common two-word verbs.

As a register marker, the F.E.'s used in spoken English appear to be more numerous in informal situations. The contrasting data between the formal Section A and the informal Section B bears this out. In Section A our professional-managerial participants, although not using as many F.E.'s as in their informal appearance in Section B, did make more use of F.E.'s classified in the INTRODUCTORY, CIRCUMLOCUTION AND OFFICIALESE categories. The semantic categories of Section B show further that the same speakers in this more informal atmosphere were more definite and decisive; expressed their personal opinions more freely; made greater use of analogy and contrast; and coloured their feelings with a greater use of vogue expressions.

We have been unable to estimate how many F.E.'s are used in oral English. Out of a corpus of 131,536 words we have 2,072 types. Working with a corpus of four times as many words, Schonell isolated almost four times as many types. While our token count is also proportionate to Schonell's findings it should be clearly understood that we did not necessarily recognize the same items as F.E.'s. Nor did we always identified our tokens in the same way. We felt compelled to record the simplest form spoken plus its extended form while Schonell and his colleagues recorded only the basic form. As a result we sometimes had more types related to each other in respect of form than did the Australians. We noted, for example, *I think* and *I don't think* as seperate items because of their different semantic connotations. The Australians put them altogether under *I think*.

Schonell's Australian corpus was made up of ten-minute interviews of different people while 40% of our corpus was taped with twenty-eight people speaking on their reactions to one subject. In spite of this major difference, the frequency and the variety of F.E.'s does not appear to be greatly affected by either duration or topic. This also appears to be true in comparing Sections A and B with types and tokens found in Section C.

LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

While we believe that we have isolated a large number of stable expressions which re-occur with high frequencies, we do not presume to claim that we have found all the F.E.'s in the spoken language. To have been able to do this, we would have required a much larger corpus, a much bigger staff and an extended period of time. It is not that a larger corpus is in itself superior, but only that we would then have been able to investigate a wider range in topics. We doubt that F.E.'s are topic-bound, but a greater number of situations would have confirmed or disputed our hypothesis. As the production of our material progressed, every new tape revealed fixed expressions we had not met before. Again, a larger corpus would have demonstrated whether these "new" F.E.'s had a higher frequency than our sampling showed.

Our recommendation is that we enlarge our corpus by taping government employees in their work situations.

As considerable time was taken in experimenting with various semantic classifications, the procedure followed in this study evolved gradually. Using the present project as a starting point, an enlarged corpus could be analysed more efficiently. The Catalogue of Fixed Expressions, (List 34) would be especially useful in identifying and assigning a single classification to items collected from an enlarged corpus. It may also be useful to explore the possibilities of looking at this data or the data of a larger corpus, in the light of other semantic categories.

Had time permitted, we would have continued our research by seeking out the ossified expressions already in our teaching program. We recognize there are F.E.'s in our material but we feel that they are not used for their latent semantic purposes. The students now regard them as basically vocabulary items carrying only their surface meaning.

With reference to our Procedural Steps illustrated in Schematic I, we would like to point out several other areas that we had intended to work on before the completion of this report. We feel that a very practical use of this data could have been made by the preparation of substitution tables using F.E.'s. Also postponed, is the relationship of our data to hesitation phenomena. In addition, as our observations have indicated that a large percentage of the words used in F.E.'s are common. We would have liked to establish where these expressions would rank in relation to the oral word counts of Kučera and Lorge.

The conclusions drawn in this report have been derived from the data found in the composite lists. The necessity to produce an interim report has prevented us from giving consideration to the considerable data that can be found in tape and sectional lists that appear in the Appendix. It is recommended that this neglected area receive a high priority in any future work on fixed expressions.

Our recognition of the BE-plus-adjunct class came well after the inception of this project. We believe that this is an area where students might find considerable difficulty. In recognizing that our findings are only a beginning to this study, we recommend that they be continued after a search has been made for related studies in this specific area.

A major area for further research is the study of F.E.'s as collected from a written corpus. We would like to know if written fixed expressions are used for semantic purposes. It would be revealing to compare our types and tokens with the results gathered from a written corpus. Should we find a higher frequency of F.E.'s in the spoken language, this would support our thesis that these expressions are particularly characteristics of speech. Some categories such as PAUSE-INTERJECTION would, we suspect, be almost negligible in the written language.

Fixed expressions should be examined against the general background of verbal and conceptual memory. Neurologists, Penfield, Head, and Jackson have indicated that some aphasia patients have shown an ability to retain recurrent utterances at a time when parts of the brain-mechanisms have been damaged. John Hughlings "stressed the fact that the aphasic has lost propositional speech but may have emotional speech, recurrent utterances, and, rarely, propositions. He believed that these are mediated through the right hemisphere as well as 'jargon' , which is the survival of the fittest under the circumstances." (PENFIELD 1959:64) In 1926 Henry Head emphasized the importance of Hughlings Jackson's contribution to the study of aphasia. Enlarging upon Jackson's findings Head insisted that the unit of speech is much more than the word. "Not only is it impossible to break up a word into auditory and visual elements, but disease does not analyze a sentence into its verbal and grammatical constituents. We cannot assume that a sentence is strictly a unit of speech. Speech, like walking, is an act of progression." (PENFIELD 1959:67) Head proceeded to divide aphasia into four groups: verbal, syntactical, nominal and semantic. In introducing the concept of semantic aphasia Head went on to define it as defects "characterized by lack of recognition of the full significance of words and phrases apart from their immediate verbal meaning." (PENFIELD 1959:67) If fixed expressions have a greater semantic significance than we had previously attributed to them; it could well be that a reconsideration of the neurophysiological mechanisms could make a further contribution to our knowledge of language acquisition.

We have no record of when children begin using fixed expressions. It may not be that we need statistics for the child's acquisition of F.E.'s to understand how to help government workers acquire or at least recognize the latest in-group quip unless some important observation about children's use of fixed expressions could suggest a transfer to our techniques. Certainly, the implication of the influence of peers, groups pressure, upon the individual members does apply. The whole aura of group approval when the speaker becomes brave enough to "get with it" and begin manipulating the latest experiment in the language has some bearing even upon the oldest. He begins to feel he has arrived when his fellows nod and smile at his sally, "Don't be a square, man!"

APPLICATIONS

Before proceeding with positive applications, we feel compelled to point out a possible hazard in the use of F.E.'s. Our observations and our data have been based on an oral corpus. Without an analysis of a written corpus, we do not know which fixed expressions can be used in writing. But we do know the kind of transfer found in EXCERPT 1, page 145, will not be generally considered successful.

Out of Donald J. Lloyd's "Our National Mania for Correctness" (1968:194) we found an appreciation of natural speech too often forgotten in the second-language classroom.

EXCERPT I

Ottawa November 30, 1971.

Ecole des langues,
800 Carson Road,
Ottawa, Ontario.

Dear Sir:

One should not feel embarassed whatsoever when writing a rather long letter to whoever is responsible of his being able to do so. The language courses are of great value and it is not my intention to discredit them; on the contrary, they are, to my point of view, the most efficient that I know of.

In 1966, when I first started these courses, I knew very little English to say the least. Since then I have experienced all levels and I have acquired a reasonable knowledge of my second language; I can vouch for the fact that the courses have been of great help in reaching this goal.

Being a veteran of such courses I have withnessed the improvement of the training program over the years; the schedules, methods, etc., were improved. This year brought about a change called Pedagogical Activities. On the face of it, this is a very good idea and if my understanding is correct, these activities were set up for the dual purpose of making the last hours of the student's day more relaxing and to cut down on the number of teachers needed to carry on a full day course. However the drawbacks are such that one could describe the situation to be a loss of time and money.

Even though it may be ridiculous to think of adult persons acting like children, it may not be ridiculous if One considers Civil Servants getting back to school. Besides, you know as well as I do, how necessary discipline is to a child. As a rule I am not One to nit pick but a group of three persons out of sixteen, as it is sometimes the case during these activities, could hardly be considered as par from the course. Besides, I believe in participation; who else does?

Pedagogical Activities in themselves are good , but when it is coupled with poor discipline, with the grouping of two different classes and with a different teacher; it becomes difficult to manage. At this point I would like to mention that the number of teachers need only to be increased by four, in order to have single class teaching in our training centre.

For my part, I would prefer formal lessons to these last hours activities as they are. However, if they were at a different time during the day, it could be beneficial to the attendance in class. Of course it is obvious that no effort was made in the preparation of these activities and that they are of third order interest; namely the movies produced in the decade following the year of god 1950.

Seriously, I think the course is certainly worthwhile; even it is handicaped by the Pedagogical Activities.

Yours truly.

> "In our speech we have arrived, I think, at a decency of discourse which is conducive to effective expression. We listen, with a grave courteous attention, to massive patterns of speaking different from our own because they come from differences in dialect and social status; we listen without carping and without a mean contempt. Furthermore, we participate; we go with a speaker through halts and starts, over abysses of construction, filling in the lacunae without hesitation; we discount inadvertencies and disregard wrong words, and we arrive in genial good will with the speaker at his meaning. In this atmosphere, our speech has thrived, and the ordinary American is in conversation a confident, competent expressive being."

We therefore think that the first application of F.E.'s is to let the second-language learner in on the secret of communication. Not every word is a pearl of wisdom. Nor is every sentence well formed, nor even elliptic. Perhaps we should get some one to make a "candid" recording of our own natural speech - without our knowing that it is being done - before we go into a classroom to teach a second language or write a second-language program.

This observation was first made clear to us by a French-Canadian student engaged in carding and counting our F.E.'s. Emphatically she remarked, "And here I've been worrying all this time, trying to find out what those expressions meant. I've heard them everywhere." She had been looking for their precise lexical and literal meaning. Her confusion had come when these expressions of low content value had appeared randomly at almost any point in a conversation. As native speakers we have tuned out the actual expressions but we have allowed ourselves to be affected by their non-literal implications.

We suggest that high-frequency F.E.'s and two-word verbs should be incorporated into dialogues and lab scripts, substitution tables and open-ended drills. Not only should we fit fixed expressions into our existing program but we should construct drills which require the student to add information to an F.E. For example:

Of course ...

We know ...

Students may also be given a sentence beginning with an F.E. and require that they substitute other suitable expressions as they repeat the kernel sentence. For example the following F.E.'s may be practised with *I'm late for work.*

I think ...

I'm afraid ...

Pardon me ...

Say ...

As usual ...

As often as not, ...

Table XLIII has been prepared as a sample of extended sentence openers found within the corpus. Substitution tables of a similar nature could prove useful in giving students an opportunity to engage their audience while they gain time and confidence to prepare what they wish to say.

Fixed expressions could be taught or tested in a manner similar to that used in Excerpt II, page 150. In this excercise the students are required to complete a sentence from a choice of alternative answers.

TABLE XLIII

SENTENCE OPENERS INDICATING EXTENDED ALTERNATIVE PAUSES

This table was prepared from a sampling of combined fixed expressions.
Numbers indicate the tape where the original combination took place.
F.E.'s in column 2 had all occurred with "well".
F.E.'s in column 3 had followed in 3rd place after "well" and another F.E.

	as you know (28)		
	I'll tell you (6)	it happens that (14)	
	in my particular case (21A)	I was listening to something about (6)	
	that's fine (20A)	as far as I'm concerned (34)	
	I think (23A)	of course (8)	
well	I guess (23A)	I happen to know (29)	...
	in the first place (24A)	I think (21B)	
	you see (24A)	you know (29)	
	I don't know (21B)	once in a while (2)	
	to go along with this (21B)		
	of course (2)		

EXCERPT II

Example exercise to give practice in choosing when and when not, to use fixed expressions.

UNDERLINE THE CORRECT ANSWER TO COMPLETE THE FOLLOWING SENTENCES.

1. I suppose we've all made mistakes
   (a) at one time or another
   (b) yesterday
   (c) tomorrow
   (d) before he came

2. Bring your friends along
   (a) at all
   (b) as well
   (c) well
   (d) as well as

3. The company had to scrap the idea
   (a) altogether
   (b) at all
   (c) all
   (d) as well

4. I don't like this situation
   (a) of course
   (b) all
   (c) all at
   (d) at all

5. This material might be very inexpensive but it's
   (a) not inexpensive
   (b) expensive enough
   (c) enough inexpensive
   (d) good enough

6. We've changed our plans. Instead of going down East, we've decided to go
   (a) up West
   (b) by West
   (c) down West
   (d) out West

7. It's a two hour drive. So if you leave at five you should be here
   (a) much before 7
   (b) by 7
   (c) on 7
   (d) in 7

8. I'll try to answer your questions as honestly as
   (a) you believe
   (b) I know
   (c) I believe
   (d) I can

Context grammar (Hill 1971:233) may be useful for students sufficiently advanced and interested to look at all the semantic elements.

Example: Yeah, but again I just want to bring the idea back to the man himself.

Semantic elements:

1) a fixed expression, INTRODUCTORY

2) slang, friendly and informal, more on the side of agreement than disagreement with the present point of view before the group; still wishing to change the direction of talk to go back once more to an earlier topic, unfinished so far as the speaker is concerned; the speaker, human - not 'it' - now at this moment: not 'pastness' - does not ask to cover everything in this return to an earlier topic, simply and only something the speaker still wishes brought out

3) wishing to do something at this point in time; not demanding

4) that doing is to recall or to return to a point of view, probably his own; non-literal use of 'bring back'; 'bring' is followed by 'to', not any other preposition here; ('back' is premutable: 'bring back the idea to ...' possible in your ideolect?)

5) the topic mentioned earlier: human, maleness, not 'the woman' or 'the girl', one single person, earlier discussed by group

6) intensifier of this male human; not 'herself' or 'itself'

Exercise:

Now try to find - by contrast - all the semantic elements you can see in these sentences where the fixed expressions and two-word verbs are underlined as they are above:

1. I'll bet there's a way you can get your message across.
2. Well, I think, as a matter of fact, that each of us should be able to do our own thing.
3. On the other hand, I'd just like to say it'll be all right with us.
4. Oh yes, of course, in order to get things going and to keep them moving, go right ahead with your plan.
5. But keep in mind we have to finish up this work first.

etc.

In referring to F.E.'s as "empty expressions" Carson Martin suggested they may be useful practised in a Double-Talk Game. In this activity the contestants would vie with each other in am attempt to keep a conversation going without actually contributing any meaningful information.

> "The chief aim here would be to get a certain mastery of English 'heming and hawing' techniques in which our 'empty' expressions play a very significant role. Great attention should be paid to the stress and intonation patterns. This would insure that no matter how incoherent the talk actually becomes the

over-all effect would always be that of normal English speech.

> "The game just suggested should, of course, by its very nature, not be approached in a spirit of grim determination but rather one of casual exploration." Martin (1971:7)

Another activity tied to role-playing and student creativity is to present the "skeleton" of some of our dialogues and ask students to re-create them, working critically from a list giving the F.E.'s - and structures if wanted - in mixed order. Students should, of course, be able to read and perform the "skeleton" without difficulty before this exercise begins. If all goes well, students might even be asked (after studying the official text in their Workbooks) which version they want to learn and use individually.

As an example, the following "skeleton" has been derived from EXCERPT III, page 155.

MICHELLE: Nancy! We haven't seen you for a long time.
NANCY: We've been busy. We've been moving.
MICHELLE: Where are you living now?
NANCY: In Trend Village. We've been there for about a week.
MICHELLE: We haven't been doing anything. Claudette has been practising for the concert, Claude has been building a car port, Robert has been learning to

drive, and Martin has just been eating, sleeping and growing.

NANCY: And you say you haven't been doing anything!

The particular guidance for "enrichment" and additions or changes might appear something like this:

MICHELLE: _____, Nancy. _____ _____ We haven't seen you (for a long time.)
(_______________)

NANCY: _____ _____ _____, we've been moving.

MICHELLE: _____ Where are you living now?

NANCY: _____ in Trend Village. (We've been there for about a week.) (____________________
_____________)

MICHELLE: _____, we haven't been doing anything _____. Claudette has been practising for the concert, Claude has been (building) a car port, Robert
(________)
has been learning to drive, and Martin (has just been eating, sleeping and growing.) (________
__________________________________.)

NANCY: And (you say you haven't been doing anything!) _____
(____________________________________.)

(The length of the line does not suggest the length of the addition or change. The brackets suggest a more natural or generally preferred alternative.)

DIALOGUE

MICHELLE LAPLANTE: Hello, Nancy. Nice to see you. Where've you been hiding? We haven't seen you for months.

NANCY WATSON: That's not surprising. We've been out of circulation. As a matter of fact, we've been moving.

MICHELLE: Oh! Where are you living now?

NANCY: We're living in Trend Village. At least we've been camping in the new house for about a week - if you can call that living. How about you?

MICHELLE: Oh, we haven't been doing anything exciting. Claudette has been practising for the concert, Claude has been putting up a car port, Robert has been learning to drive, and Martin has done nothing but eat, sleep and grow.

NANCY: And they've all been keeping you busy. That's the way it is. Aren't you glad they never do anything exciting?

- CONTACT CANADA
Level 2, Unit 34
PSC Language Bureau

Suggested Mixed-Order List:

That's the way it is.
... - if you can call that living.
Hello
How about you?
Oh?
Nice to see you.
Oh, ...
As a matter of fact, ...
And they've all been keeping you busy.

to put up
to do nothing but...
to do something exciting
That's not surprising.
Aren't you glad ...
for months
to be out of circulation
Where've you been hiding?
At least we've been camping in the new house.

It has always been a problem to students and teachers as well as to the Curriculum that our students are so busy catching up with the work that piled up while they were on course that they lose a great deal between sessions of what they have learned in class. The system of monitors at work and the evening get-togethers are excellent but pressures of family and work sometimes prevent even the most willing student from continuing his exposure to the second language unless he finds a way of doing it on his own. There is nothing original in emphasizing that the classroom work on newspapers and radio news should be continued. After all, even when the student has finished the whole 1200 hours in our classes, his education in the second language must go on somehow. He might well be reminded how important it is to find that convenient "friend" who can act as his sounding board for all the F.E.'s and structures and vocabulary and all else that will still puzzle him. And the way he can make sure of continuing his learning could be to concentrate at least on headlines and advertisements no matter how little time he has, and to pick up from them what he finds interesting and functional for his own social and professional contacts. If he is sufficiently motivated, he must read, even plays and stories, and whether he is musical or not, popular songs will help him to keep abreast of the changes that the living second language is going through. We believe that one of the most practical uses of this work would be to show the student that he can find fixed expressions for himself. F.E.'s abound not only in speech but in areas suggestive of oral speech: plays, musical lyrics, short stories, cartoons, newspaper interviews, and in advertising. A sampling of fixed expressions used in these areas may be found in EXCERPTS IV to X. These represent a part of the bicultural concomitant that cannot help but enrich his further pursuit of the second language.

Further suggestions for the teaching of fixed expressions were given during a Synectic workshop. The transcript of this session, in an excerpted form, may be found in the Appendix. This transcription has been included with the hope that our colleague's suggestions may lead to some novel approaches in teaching fixed expressions.

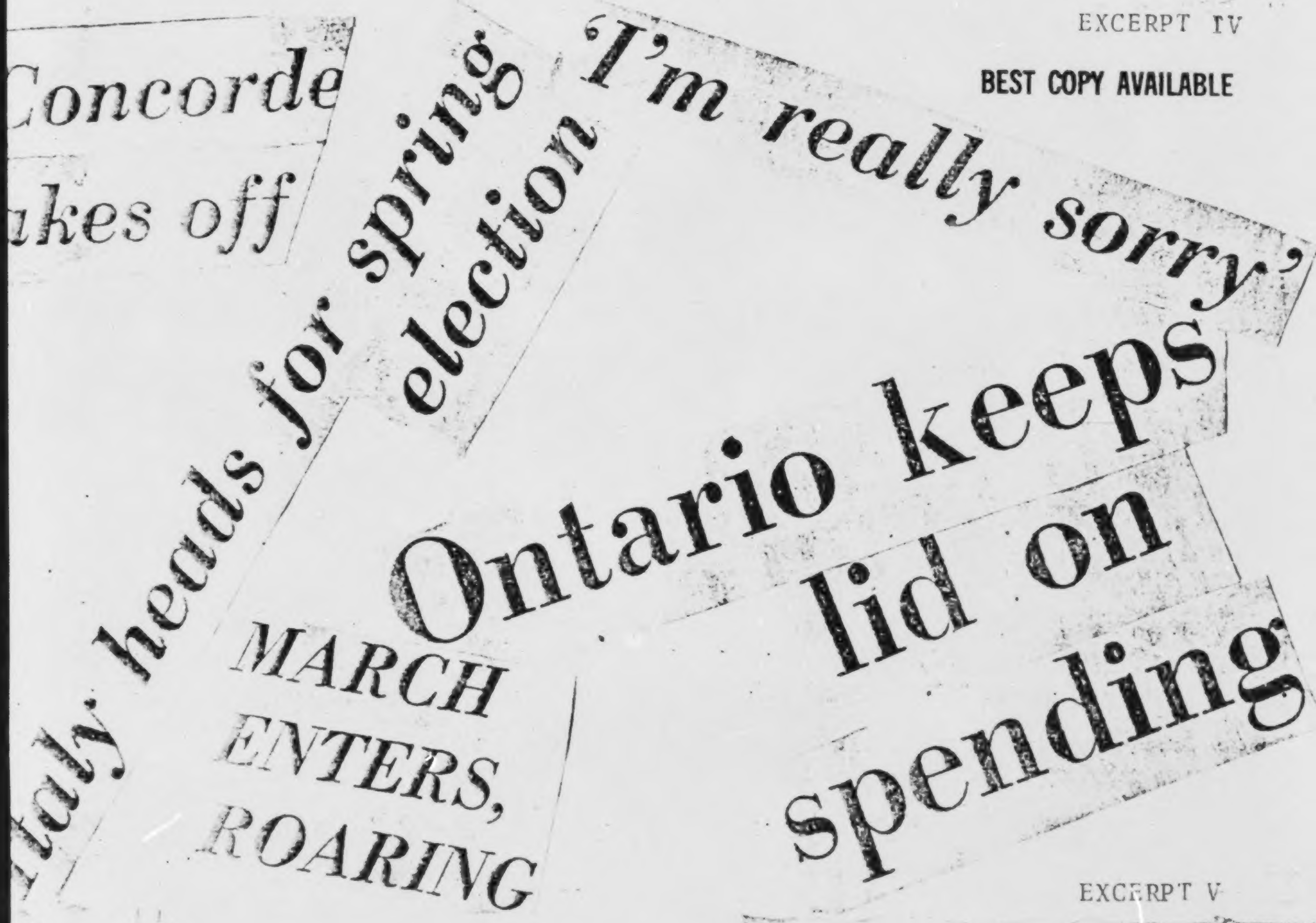
In this report we have tried to show that the second-language learner must be given the semantic tools that the first-language speaker uses so effortlessly. The student cannot be asked to think on his feet when the native speaker does not do so without frequent use of his frozen expressions. Two-word verbs and F.E.'s will help the student to attain the non-literal comprehension he needs in every encounter with speakers and writers of English. In time these will help to give him the protective shield that the native uses so often. When the student learns how to stall for time and how to fill in until he can recover from false starts and overcome hesitation, he will be well on his way to producing what he wants to say. He will begin to feel the assurance that the Anglophone feels and from this confidence, he will have a further "feeling" of fluency. This in turn will lead to his attaining enough flexibility to survive in a conversation.

We have enjoyed this study, perhaps because we have learned so much, during the months of investigation of how Canadians speak English. O. Henry in *Whirligigs* said much of what we want to say:

"It was wonderful ... And most wonderful of all are words, and how they make friends with one another, being oft associated, until not even obituary notices do them part."

EXCERPT IV

BEST COPY AVAILABLE



Concorde
akes off

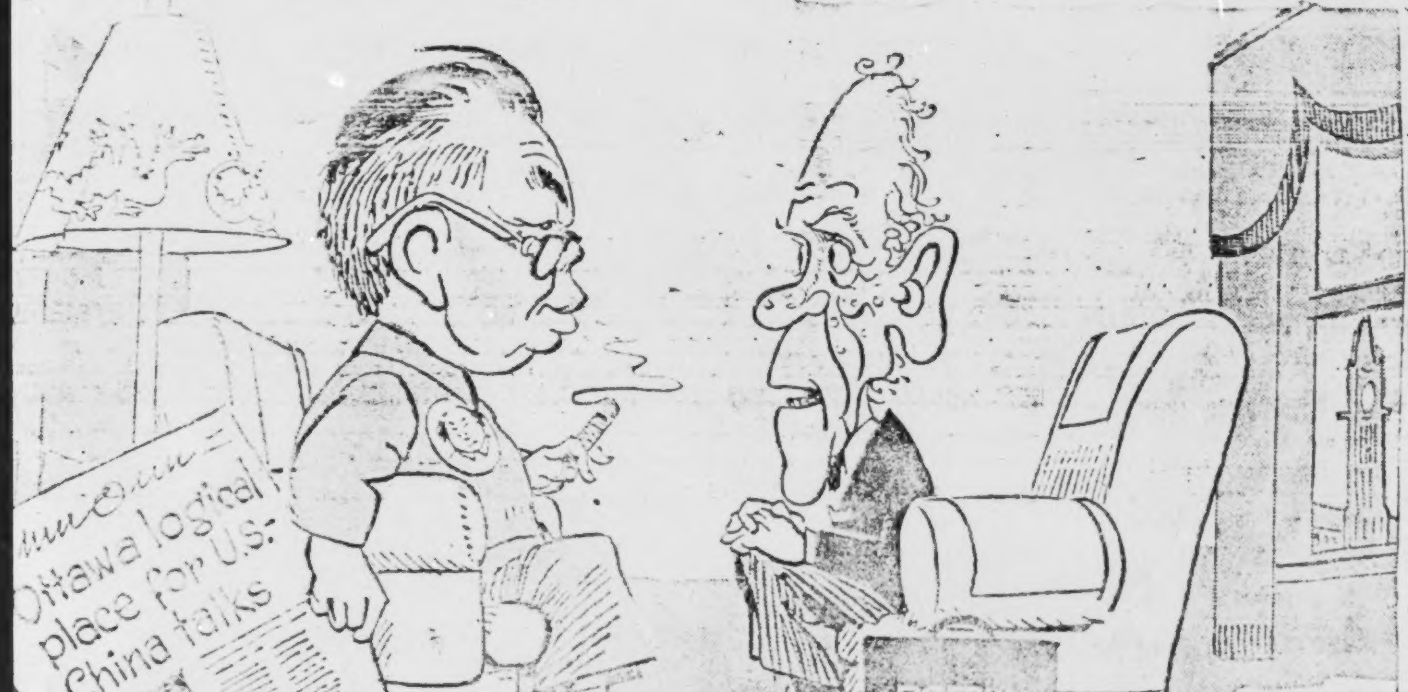
taly heads for spring election

'I'm really sorry'

Ontario keeps lid on spending

MARCH ENTERS, ROARING

EXCERPT V


Ottawa logical place for US: China talks
EXTERNAL AFFAIRS
Rusing
The Ottawa Citizen

'. . . And perhaps you could also put in a good word for us'

EXCERPT VI

The Ottawa Citizen
Mon., Nov. 15, 1971

The job of Canadian prime minister could now conceivably be within reach of Conservative Leader Robert Stanfield. He continues his approach to government with Southam News Services reporters Ben Tierney and Nick Hills in the second of this two-part series.

Q. At the time that you came to the leadership, you were in a sensitive and unique position in regard to Mr. Diefenbaker. But lately, in the House in particular, on Mr. Diefenbaker's part there seems to have been a change for the better. Would you like to comment on your relationship with him, and how his position in the West is now vis-a-vis the party and you?

A. I think Mr. Diefenbaker is very popular, very highly respected in the West. Not just in the West, but particularly in Western Canada. We've always had a good, personal relationship. We've been personal friends and so on.

I think that Mr. Diefenbaker has sometimes questioned, in his mind at least, some of the directions the party has taken under my leadership. And I think that's about it.

I don't believe that he's entirely satisfied by any means with all my positions, for example, all my tactics, so to speak.

No doubt there are times when he'd like to see me hitting out a little harder and so on. We're different personalities in that regard.

Q. Taking that into consideration, and going back to the relationship in those first two years with the Western MPs, did you ever have any doubt in your mind, personal doubts, about your leadership.

Did you ever think that perhaps maybe they were right and the Conservative party did need another man?

A. I don't think I regard myself as, you know, ordinarily, indispensable. I don't think that I feel that I'm the only man that can lead the Conservative party, or that I'm the only man with the qualifications to be the prime minister of this country.

EXCERPT VII

BEST COPY AVAILABLE

He assumed what she thought of as his wounded expression. "There's work to be done, my dear. A.H. himself never leaves before 5:30." A.H. was Head of Personnel.

"Just sometimes, once a month, say. You can't tell me A.H. would mind that."

"I suppose not. But it wouldn't be quite the thing."

"Or catch a later train, then; have a drink with the boys."

"I don't see the point. The next one's the 6:47, and the 6:15's a better train. Mind you, if there's a reason why I should get off earlier some day I can manage it; no problem there. Did you have something in mind?"

"No, no, nothing at all. It doesn't matter." ...

Through the hum of noise she heard that he was an American who had been in London for two years now, and wasn't going back.

"I've always wanted to go to New York."

"Beside London it's just dead, baby."

"It's not your scene," she ventured. It was a word she had often heard used by young people on television, but perhaps she used it wrongly, because he laughed.

"You're wonderful." ...

- THE WOMAN WHO LOVED A MOTOR CAR
Julian Symons, 1968

EXCERPT VIII

SAMPLES FROM ADVERTISING
USING FIXED EXPRESSIONS & TWO WORD VERBS

BALLANTINE'S SCOTCH	Next time the spirit moves you.
BENTLEY LIGHTERS	The light fantastic.
BLACK & DECKER	Makes it easy / to be good.
BUICK	What to look for in your first full-sized car.
CANADIAN FORCES	It's a good deal. We offer a lot. You've got to be good to get in.
CBC	Radio lives on.
CGE VACUUM CLEANERS	They're clean out of this world.
CHRYSLER	Above all, we want you to be satisfied ...
CN	Go on. Sit back, stretch out and relax without a care in the world.
DATSUN	The more-for-your-money car.
DR. BALLARD'S	- for goodness sake! - We really don't mind/ if you get all the credit.
ELECTROHOME	TV that will pass the test.
CADILLAC	It could well be/ everything you've ever wanted in an automobile.
HANNA	Made with your body in mind.
HERTZ	Around the world Hertz rents 6 million cars a year. One at a time.
JOLLY GREEN GIANT	... he made it with a big difference. Giants are like that you know. To prove the point, he'd like you ...
LABATT'S	The true-blue friendly beer.

MACDONALDS EXPORT	Do yourself a [flavour]. They'll look good on you.
NORESCO	So now you can get the best in stereo as simple as A, B, C.
PARKER GAMES	the fun and [game] name
PARKER PEN	Something you can hold on to.
PHILIPS	Looking ahead keeps us ahead.
PLAYER'S	In your own way. In your own time. On your own terms. You'll take to the taste of Player's. A taste you can call your own.
QUANTAS	They've reached a new low.
ROSE	A jar ... that lets you get at the pickles. We think we've done beautifully by them.
SAMSONITE LUGGAGE	It's in the bag ...
SHAKE'N BAKE	It cooks up / one heck of a chop. In more ways than one.
SKI-DOO	has more going for you
SMIRNOFF	it leaves you breathless
SPANISH NATIONAL TOURIST OFFICE	Spain-you can afford to go all the way.
TILDEN	By the way, when you fly to the U.S. ...
UNITED VAN LINES	Our Bette Malone is with you all the way.
VILAS FURNITURE	You better believe your eyes. Take a good look! These are priced to move in with you-today.
YARDLEY	Beautiful put-ons from Yardley.
ZENITH	At Zenith, the quality goes in before the name goes on.

EXCERPT IX

BEST COPY AVAILABLE

MOB outside

Jesus Christ Superstar!

ALL

He is dangerous!

PRIEST 2

Look Caiaphas—they're right outside our yard

PRIEST 3

Quick Caiaphas—go call the Roman guard

CAIAPHAS

No wait—we need a more permanent solution
to our problem . . .

ANNAS

What then to do about Jesus of Nazareth
Miracle wonderman—hero of fools?

PRIEST 3

No riots, no army, no fighting, no slogans

CAIAPHAS

One thing I'll say for him—Jesus is cool

PRIEST 3

What then to do about this Jesusmania?

ANNAS

How do we deal with the carpenter king?

PRIEST 3

Where do we start with a man who is bigger
Than John was when John did his Baptism thing?

167 - JESUS CHRIST SUPERSTAR
A ROCK OPERA
by
A. L. WEBBER & T. RICE

EXCERPT X

ACT ONE

Housewife, rushes into the Grocer's shop, knocks into the Grocer and his Wife, whilst the LOGICIAN *installs himself against the back wall on the left of the grocery entrance.* JEAN *and the* WAITRESS, *standing, and* BERENGER, *still apathetically seated, together form another group. At the same time, coming from the left, cries of 'Oh' and 'Ah' and the noise of people running have been heard. The dust raised by the animal spreads over the stage.*]

CAFÉ PROPRIETOR [*sticking his head out of the first-floor window*]: What's going on?

OLD GENTLEMAN [*disappearing behind the Grocer and his Wife*]: Excuse me, please!

[*The* OLD GENTLEMAN *is elegantly dressed, with white spats, a soft hat, and an ivory-handled cane; the* LOGICIAN, *propped up against the wall, has a little grey moustache, an eyeglass, and is wearing a straw hat.*]

GROCER'S WIFE [*jostled and jostling her husband; to the Old Gentleman*]: Watch out with that stick!

GROCER: Look where you're going, can't you!

[*The head of the Old Gentleman is seen behind the Grocer and his Wife.*]

WAITRESS [*to the Proprietor*]: A rhinoceros!

PROPRIETOR [*to the Waitress from his window*]: You're seeing things. [*He sees the rhinoceros*] Well, I'll be . . . !

HOUSEWIFE: Ah!

[*The 'Ohs' and 'Ahs' from off-stage form a background accompaniment to her 'Ah'. She has dropped her basket, her provisions, and the bottle, but has nevertheless kept tight hold of her cat which she carries under her other arm.*]

There, they frightened the poor pussy!

PROPRIETOR [*still looking off left, following the distant course of the animal as the noises fade; hooves, trumpetings, etc.* BERENGER *sleepily averts his head a little on account of the dust, but says nothing; he simply makes a grimace*]: Well, of all things!

15

168 - RHINOCEROS
EUGENE IONESCO

BIBLIOGRAPHY

BEST COPY AVAILABLE

(1) Breal, Michel, Semantics: Studies in the Science of Meaning. New York: Dover Publications 1964

(2) Canada, Royal Commission on Bilingualism and Biculturalism. Preliminary Report 1965

(3) Chase, Stuart, Power of Words. New York: Harcourt, Brace, World Inc. 1953

(4) Collins, V.H., A Book of English Idioms with Explanations. London: Longman 1956

(5) Crystal, David and Derek Davy, Investigating English style, English Language Series. London: Longman 1969

(6) Crystal, David, Linguistics. Middlesex: Penguin Books Ltd 1971

(7) Demaine, Brian, Two-Word Verbs and Transformational grammar-A Method of Teaching English Idiom to Students of English as a Second Language. (monograph) Montreal: Public Service Commission 1971

(8) Dixon, James Main, English Idioms. London: Thomas Nelson & Sons Ltd 1956

(9) Embler, Weller, Metaphor and Social Belief, Language, Meaning and Maturity 1954, 125-140

(10) Ewin-Tripp, Susan, Sociolinguistics. Language Behavior Research Laboratory, University of California, Berkley 1967

(11) Feldman, Sandor, Mannerisms of Speech and Gestures in Everyday Life. International University Press 1959

BEST COPY AVAIL

(12) Firth, J.R., Ethnographic Analysis and Language with Reference to Malinowski's views in Man and Culture: An Evaluation of the Work of Bronislaw Malinowski. ed. Raymond Firth. London: Longman 1957

(13) Geertz, Clifford, Linguistic Etiquette in Readings in the Sociology of Language. ed. Joshua A. Fishman. The Hague: Mouton 1968

(14) Gordon, Wm. J., Synectics. New York: Collier - MacMillan 1970

(15) Gumperz, John J., Types of Linguistics Communities in Readings in the Sociology of Language. ed. Joshua A. Fishman. The Hague: Mouton 1968

(16) Halliday, M.A.K., The Users and Uses of Language in Readings in the Sociology of Language. ed. Joshua A. Fishman. The Hague: Mouton 1968

(17) Hill, L.A., From Syntax to Semantics, English Language Teaching 25:229-238

(18) Householder, Fred W., On Linguistic Primes, Word 15:231-239

(19) Hockett, Charles F., Idiom Formation in For Roman Jakobson. ed. Morris Halle. The Hague: Mouton 1956

(20) Johnson, A., Common English Sayings. London: Longman 1958

(21) Johnson, Wendell, People in Quandries. New York: Harper & Row 1946

(22) Jones, Lyle V. and Wepman, Joseph, A Spoken Word Count. Language Research Associates 1966

(23) Joos, Martin, The Isolation of Styles in Readings in the Sociology of Language. ed. Joshua A. Fishman. The Hague: Mouton 1968

(24) Labov, Wm., The Study of Nonstandard English. Illinois: National Council of Teachers of English 1970

(25) Leech, G.C., English in Advertising. London: Longman 1966

(26) Leoyd, D.J., Our National Mania for Correctness in Language & Culture: A Reader. ed. Patrick Gleeson and Nancy Wakefield. Ohio: Merrill Publishing Co. 1968

(27) Mackey, W.F. Language Teaching Analysis. London: Longman 1965

(28) Martin, C., A Syntactic Survival Kit, Tesltalk 11: 4-8

(29) McIntosh, A., Patterns & Ranges, Patterns of Language 1961: 37

(30) McLuhan, Marshall and Watson W., From Cliche To Archetype. New York: Pocket Books 1971

(31) McMordie, English Idioms and How to Use Them. London: Oxford University Press 1954

(32) O'Harpe, John, Garbbledy gook Has Gotta Go. Washington: U.S. Government Printing Office 1966

(33) Palmer, H.E., The First Interim Report on Vocabulary Selection. Tokoyo: Institute for Research in English Teaching 1930

(34) Palmer, H.E., The Second Interim Report on Vocabulary Selection. Tokoyo: Institute for Research in English Teaching 1930

(35) Parkinson, Frank C., English Idiom: The Second Language, English Language Teaching 21: 40-45

(36) Partridge, Eric, Usage and Abusage. London: Hamish Hamilton 1965

(37) Pei, Mario, The Story of Language. New-York: Mentor 1964

BEST COPY AVAILABLE

(38) Penfield, Wilder & Roberts, Speech and Brain Mechanisms. London: Oxford University Press 1959

(39) Potter, Simeon, English Phrasal Verbs, Philologica Pragensia 8: 285

(40) Public Service Commission - Language Bureau, Table Ronde. Ottawa: Canadian Government Press 1969

(41) Richards, J.C., A Psycholinguistics Measure of Vocabulary Selection, International Review of Applied Linguistics in Language Teaching 8: 88-99

(42) Salomon, Louis B., Semantics and Common Sense. New York: Holt, Rinehart 1966

(43) Schonell, F.J. and Meddleton I.G., A Study of the Oral Vocabulary of Adults. London: University of London Press 1956

(44) Sinclair, J. McH., Beginning the Study of Lexis in In Memory of J.R. Firth. ed. Bazell, Catford et al. London: Longman 1970

(45) Sinclair, J. McH., English Lexical Studies. London: University of Birmingham Press 1970

(46) Ullman, S., The Principles of Semantics. Oxford: Basil Blackwell 1963

(47) Ullman, S., Language and Style. Oxford: Basil Blackwell 1964

(48) Ullman, S., Semantics: An Introduction to the Science of Meaning. Oxford: Basil Blackwell 1967

(49) Whitehall, H., Structural Essentials of English. London: Longman 1960

(50) Wingfield, R.J., English Idiom in a Second Language Teaching Situation, English Language Teaching 22: 231-235

BEST COPY AVAILABLE

(51) Witford, Harold C. and Dixson, Robert, Handbook of American Idioms and Idiomatic Usage. New York: Regents Publishing Co. 1953

(52) Wood, Frederick T., English Colloquial Idioms. London: MacMillan and Co. 1969

(53) Wood, Frederick T., English Prepositional Idioms. London: MacMillan and Co. 1967

(54) Wood, Frederick T., English Verbal Idioms. London: MacMillan and Co. 1965

APPENDIX

BEST COPY AVAILABLE

	VOLUME	TAPE 17A--20A	TAPE 17B--20B	TAPE 21A--24A	TAPE 21B--24B	SECT. A	SECT. B	SECT.'s AB	SECT. C	COMPOSITE ABC
TAPING PROCEDURE	II p. 170									
SYNECTIC WORKSHOP	II p. 177									
SEMANTIC GROUPINGS	II					LIST 1 p.191	LIST 2 p.216		LIST 3 p.235	LIST 4 p.270
KEY WORD	III							LIST 5 p.346	LIST 6 p.354	LIST 7 p.362
TWO WORD VERBS	III	LIST 8 p.374	LIST 9 p.376	LIST 10 p.378	LIST 11 p.380	LIST 12 p.382	LIST 13 p.385		LIST 14 p.388	LIST 15 p.394
BE PLUS ADJUNCT	III					LIST 16 p.402	LIST 17 p.403		LIST 18 p.404	LIST 19 p.405
FREQUENCY OF F.E.'s	III					LIST 20 p.406	LIST 21 p.412		LIST 22 p.417	LIST 23 p.424
FREQUENCY OF 2 W.V.'s	III					LIST 24 p.435	LIST 25 p.441		LIST 26 p.447	LIST 27 p.457
COMBINED F.E.'s	IV					LIST 28 p.472	LIST 29 p.478		LIST 30 p.482	
EXAMPLE F.E.'s	IV									LIST 31 p.497
EXAMPLE 2 W.V.'s	IV									LIST 32 p.522
EXAMPLE BE +	IV									LIST 33 p.528
CATALOGUE OF F.E.'s	IV									LIST 34 p.530
CALCULATIONS	IV p. 593									

BEST COPY AVAILABLE

Note: The table showing the contents of the appendix is given here so that the reader may, if he wishes, request any part of the background material indicated.

Pages 593 and 594 have been taken from the body of the appendix so that the reference on page 83 may be clear.

Calculations Involved in Preparing
TABLE's IV & V and SCHEMATIC's III & IV

Having dealt with three Sections of unequal size and taped under varying conditions, we were interested in analysing the similarities that might be apparent. The graphical comparison as seen in SCHEMATIC III resulted from our comparison of F.E.'s at various points of frequency throughout the corpus.

In order to construct the graph, it was necessary to establish both the ideal and the actual frequencies at the various stages in frequency.

TABLE IV is the record of our calculations. For example, to obtain the actual frequency of the first three F.E.'s of Section A, we set up a frequency list for Section A which accounted for the actual frequencies of the first three items as well as all others in the Section. To calculate the ideal frequency for each of the various levels, we based our calculations on the ideal ratio of the word count for Section A: 29,390; the word count for Section B: 22,933; and the word count for Section C: 79,213 to the total word count for the whole corpus: 131,536.

So, where the actual frequencies of the first three words in the Section A list accounted for 287, we worked out the ideal frequency by taking the total of these three actual frequencies times the total of all the F.E.'s in Section A and dividing the resulting number by the total number of F.E.'s in the corpus.

The percentages showing the differences in each case between actual and ideal frequencies were obtained by taking that difference multiplied by 100% and dividing by the ideal frequency in each instance.

In listing the resulting figure, it was necessary to note whether the difference was more or less than the actual frequency.

These figures were plotted on the SCHEMATIC III graph, choosing the significant levels of 3, 6, 12, to 106. The lines representing Sections A, B and C are in this way compared as to their negative and positive relationship to the ideal frequency shown as the vertical Line 0.

TABLE V and SCHEMATIC IV were arrived at in exactly the same way with, of course, the change to levels of 3, 9, 18, to 137, based upon the Two-Word Verb frequencies.

U S DEPARTMENT OF HEALTH.
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

THE IMPORTANCE OF FIXED EXPRESSIONS IN ORAL SPONTANEITY

When you put it that way, to my mind, we're just
putting words in their mouths, so to speak..

VOLUME II

Glenn Barker
Helen Sorhus

DIRECTORATE OF STUDIES
STAFF DEVELOPMENT BRANCH
PUBLIC SERVICE COMMISSION

CS 201 837

APPENDIX

BEST COPY AVAILABLE

	VOLUME	TAPE 17A--20A	TAPE 17B--20B	TAPE 21A--24A	TAPE 21B--24B	SECT. A	SECT. B	SECT.'s AB	SECT. C	COMPO SITE ABC
TAPING PROCEDURE	II p. 170									
SYNECTIC WORKSHOP	II p. 177									
SEMANTIC GROUPINGS	II					LIST 1 p.191	LIST 2 p.216		LIST 3 p.235	LIST 4 p.270
KEY WORD	III							LIST 5 p.346	LIST 6 p.354	LIST 7 p.36
TWO WORD VERBS	III	LIST 8 p.374	LIST 9 p.376	LIST 10 p.378	LIST 11 p.380	LIST 12 p.382	LIST 13 p.385		LIST 14 p.388	LIST 15 p.394
BE PLUS ADJUNCT	III					LIST 16 p.402	LIST 17 p.403		LIST 18 p.404	LIST 19 p.405
FREQUENCY OF F.E.'s	III					LIST 20 p.406	LIST 21 p.412		LIST 22 p.417	LIST 23 p.424
FREQUENCY OF 2 W.V.'s	III					LIST 24 p.435	LIST 25 p.441		LIST 26 p.447	LIST 27 p.45
COMBINED F.E.'s	IV					LIST 28 p.472	LIST 29 p.478		LIST 30 p.482	
EXAMPLE F.E.'s	IV									LIST 31 p.49
EXAMPLE 2 W.V.'s	IV									LIST 32 p.52
EXAMPLE BE +	IV									LIST 33 p.52
CATALOGUE OF F.E.'s	IV									LIST 34 p.53
CALCULATIONS	IV p. 593									

THE MIDDLE ECHELON DISCURSIVE REGISTER

RESEARCH OUTLINE*

The aim of the research is to discover whether a certain register - which is to be described as "Middle-echelon discursive" - exists and if it does what its characteristics are.

It was decided to tape record samples of spoken English. The criteria for the suitability of these samples were the following:

Medium
Topic
Participants
Situation

The medium was to be spontaneously spoken English. The reading of prepared material was therefore excluded.

The topic under discussion was to be non-personal.

The participants involved were to be more than two in number. They were to be Canadians whose mother tongue was English. All others, then, even those whose English was fluent, were to be excluded. The participants were also to be at the middle-echelon socio-cultural level.

The situation was to be topic oriented and was to involve a measure of ritualization.

---

* This research outline was written by G. Terroux in the summer of 1970.

CONTRASTIVE ANALYSIS

In order to maintain the validity of the analysis, samples analysed at the ritualized register would be contrasted with samples recorded under similar conditions — with the exception that the ritualization and formality would be reduced in such a way that a more colloquial register would emerge. Since the other variable would be held constant, the differences noted could reliably be attributed to a difference in register.

RESEARCH DESIGN

Samples of spoken English are to be tape recorded. Three roles are involved in the situation: those of a) the interviewees; b) the moderator; and c) the "formalisateur".

The interviewees are Canadian Public servants at the middle-management level.

The moderator organizes the taped discussion and acts as "animateur".

THE FORMALISATEUR

The "formalisateur"'s role is central. He is either senior in rank or else he holds a position of authority vis-à-vis the interviewees: e.g. a principal, senior teacher, research specialist, etc... . From the very beginning of the discussion the moderator will noticeably defer to the "formalisateur".

The interviewees are told that an analysis of spoken English is being undertaken and they are invited to contribute. They will be taken to a recording room where they meet the moderator and the "formalisateur". The interviewees are given an agenda.

At the beginning of the taping, the moderator welcomes the interviewees and he may perhaps ask the "formalisateur" to comment on the first item on the agenda. Alternatively the "formalisateur" may act merely as an observer. The agenda reads as follows:

AGENDA

1. The Effects of English-Language Teaching on Staff.
2. The Effects of French-Language Teaching on Staff.
3. Some Consideration of Teaching Methods.
4. The Relevance of Contemporary Methods.

ROLE OF THE "FORMALISATEUR"

The "formalisateur" sets the formal level of the discussion. He may do this by making some serious comment on the first item of the agenda. Or he may merely look on inscrutably while the discussion advances. The "formalisateur", the deference of the monitor, the agenda, the mannered coolness of the moderator toward the interviewees, help establish the tone of a serious ritualized discussion. This discussion will involve two or more middle-management interviewees talking about non-personal subjects following an agenda - speaking, that is, in the Middle-Echelon Discursive Register, if this register does indeed exist.

After approximately twenty-five minutes the discussion will be interrupted and the "formalisateur" will leave. Efforts will then be made to "deformalize" the situation. The moderator will remove his jacket and loosen his tie. Coffee will be served and during coffee the moderator will chat with the interviewees in a light and friendly manner. In ten minutes the discussion will begin anew, led by the moderator. The "formalisateur" will not be present. The moderator will make a short opening remark that is light and personal. He will look at the interviewees directly and smile during the interviewees' remarks, he will nod at them directly or smile or say "yes", or in some manner acknowledge the remarks positively. If he has established enough rapport during the coffee break he will address the interviewees by their first name.

A sound basis of comparison is, therefore, established. The characteristics of the first and second part of the discussion are the same with the exception that the first half was formalized and ritualized and the second was non-ritualized and colloquial.

Since the characteristics of any one individual discussion at the formal and colloquial levels might be expected to vary in some areas and not others, it would seem advisable to develop data based not on one discussion but on all of them — a cumulative profile, as it were, that would take into account the varieties, the differences, the general give-and-take, that is, the whole gamut of language that occurred in the forty hour sample.

THE SAMPLE

The amount of sample is a problem in research of this kind; too little is unreliable and too much is wasteful. C.C. Fries[1] collected 250,000 words for his analysis of the construction of English sentences. Assuming that in discussion a speaker utters 100 words per minute, a low estimate, 250,000 words represent 40 hours of recorded discussion. The concept of using recorded speech, was cogently defended by Fries:

> With the recent development of mechanical devices for the easy recording of the speech of

---

1. Fries, C.C. The Structure of English: London, Longmans, Green and Co. Ltd, 1957, Preface, page X

> persons in all types of situations there seems to
> be little excuse for the use of linguistic material
> not taken from actual communicative practice
> when one attempts to deal with living language.[2]

Forty hours, therefore, of discussion are to be taped.

As a basis for further comparison it was thought useful to gather an additional 10-hour sample of spoken Canadian English from television and radio. A profile of this analysis might indicate similarities and differences between the English of this register and Middle-Echelon Discursive.

It was also deemed important to compare the results of this research with some research on tenses, such as the studies by Peterson[3] and Uldall[4] and some of the verb-form frequency counts such as those performed by Ota[5] and George.[6]

---

[2] Ibid., page 3.

[3] Peterson, Barbare A., "Toward Understanding the Perfect Construction in Spoken English", English Teaching Forum, January-February, 1970, pp. 1-10

[4] Uldall, H.J., "Notes on the English Tenses (Part 1)", English Language Teaching, Vol. 2, No. 5, 1947/48, pp. 122-128

[5] Ota, Akira, Tense and Aspect of Present- Day American English: Kenkyuska Ltd., 1963

[6] George, H.V., A Verb-Form Frequency Count, Monograph of the Central Institute of English, No. 2.

At the suggestion of Mr. Duplantie, and with the agreement with Mr. Lacoste, the taping of the discussions will take place at the Centre Linguistique at Hull. Those effecting the analysis may act as moderator or "formalisateur" or both. A senior teacher will select suitable students, basing himself on the description of an interviewee previously outlined. He may also act as "formalisateur". Six hours of taping have already been undertaken.

The grammatical model selected to effect the analysis is not treated here, nor are the details regarding what areas are to be isolated. This paper has been restricted to an analysis of the research design. Once the validity of the design has been established the other details of the research may rest on it securely.

HOW CAN WE USE FIXED EXPRESSIONS IN SECOND LANGUAGE TEACHING?

Excerpts from a Synectic Workshop
held in the English Curriculum
Section on November 18, 1971

A.* Let's start with the definition of the problem so I can write it up on the flip chart.

B. The chief problem is, "How can we use fixed expressions in second language teaching?"

A. Now I'm going to ask our client to say just enough to get people started in the right direction and get their minds wandering. I'm going to ask the rest of you to write down goals. When you're coming out with goals, come out with wishful ones, "far out" ones, metaphors. Be as "far out" as you like.

B. I think we've found a large number of fixed expressions but most of them have a low frequency. From our research we know that some people use expressions 30% of the time. For the average speaker one in every seventeen words is a fixed expression. We feel that we've played down these expressions in second language work. They seem too mundane. They

---

* Process leader, Bob Fancy

> don't really carry enough weight. Pauses like, "well", "of course", "you know", have been almost cut out of our language teaching. We'd like to bring these fixed expressions back in, to the same degree and for the same purposes that we use them in the first language. Fixed expressions are used to think of what we're going to say next. We're creating language as we speak, that's true, but we have a lot of tools: a lot of stalls for thinking of what we're going to say. Our students need these built-in stalls.

The following goals, expressed as "how to's" were first written down on a flip chart and then posted on the walls.

PAG *(Problem as given)*

How can we use fixed expressions in second-language teaching? *PAU Goals (Problem as understood)*

1- *How to teach students to use fixed expressions like native speakers*

2- *How to encourage teachers to teach fixed expressions in order to encourage fluency*

3- *How to find the most common fixed expressions*

4- *How to place a little more confidence in the teacher in providing these fixed expressions*

5- *How to determine which fixed expressions are teachable in the classroom*

6- How to determine what are in fact fixed expressions
7- How to select from the research materials the most important expressions to teach
8- How to help our students speak with confidence in ordinary social contacts
9- How to overcome embarrassment by using fixed expressions
10- How to unfix fixed expressions from the living language
11- How to develop an effective program or program materials using the fixed expression data that we have
12- How to determine where and when a native speaker does in fact use a fixed expression
13- How to persuade teachers that these expressions might be trite to him but are not to the ears of a learner
14- How to keep fixed expressions from being corny
15- How to encourage corniness in teachers
16- How to teach students to reflect their first-language personality and register usage in their second language
17- How to use fixed expressions so that the second-language learner will realize everything we say is not loaded with content
18- How to give them value
19- How to select appropriate ones for particular situations
20- How to prepare a substitutionable list of fixed expressions
21- How to group fixed expressions for substitution purposes
22- How to find a balance between grammatical constraints and stylistic values
23- How to teach students to discriminate between what is colloquial and slang

24- How to arrive at an adequate balance of what can be done in the classroom and what the goals are for a fluent language user

25- How to identify and develop an appropriate inventory of fixed expressions for the student at each of the four levels

26- How to provide natural exposure of fixed expressions to the student

27- How to get an adequate sprinkler system going

28- How to help students distinguish between fixed expressions that have no meaning and those that have content

29- How to use audio-visual aids to help teach fixed expressions

30- How to implement fixed expressions as true language rather than merely points of departure

31- How to convey the meanings of fixed expressions to students

32- How to make students fly on their own

33- How to put students to sleep and make them wake up speaking English

34- How to hear ourselves as others hear us

35- How to hit the subconscious in language learning

36- How to get high on fixed expressions

37- How to tickle and titillate the subconscious with fixed expressions

38- How to help students read behind words

39- How to show students that native speakers do make mistakes (false starts, changes in direction, etc.)

40- How to show students that native speakers break the rules

41- How to make students absorb by osmosis

42- How to turn students into sponges

43- How to teach students to use fixed expressions as much as a cabinet minister

Choices for possible starters:

1, 8, 9, 13, 14, 15, 16, 18, 26, 27, 32, 40

In preparation for the exploration of ideas step the leader requested that the "fixed expression" clients choose one goal to be discussed first. Goal #13 was written on the flip chart:

> *How to persuade teachers that these expressions might be trite to them but are not to the ears of the learner.*

> A. I'm going to ask you to do a free association. I'm going to pick one word in this. Let's talk about trite. Trite is the word. What does trite make you think of? I'm going to go around the room and I want a word associated with the previous word.
>
> *trite treat Halloween witch big noses big noise gun-shot marksmen teachers students tape recorder*
>
> A. Now I want you to just relax. Look at this list of words. Try to think about possible solutions for this goal. I'm going to ask you for absurb get-fired solutions. As you think of them I'll write them down on the flip chart.

Get-fired solutions:

- Put fixed expressions on tape recorder, turn up volume and play them into the teachers' staff room during all breaks.
- All teachers be permitted to take a bottle of Scotch into the classroom so they will loosen up.
- Put recorder in teachers' room, record them when they don't know it's being done so that they will be able to realize later how much they do in fact use fixed expressions themselves.
- Give teachers copies of corpus as marked for this research.
- Take class of students and teachers to hunting camp for a week and shoot the ones that don't use fixed expressions.
- Give to large groups of students and teachers two paragraphs, one with fixed expressions and one without. Ask students and teachers to mark what both think is difficult for students and compare results.
- Give two tape recorded dialogues, one natural (with fixed expressions) and one without fixed expressions to the teachers: and let them see which one they feel is more natural.
- Hire a few clowns and have them verbalize their mimes.
- Imagine the most popular person in the Language Bureau is dead. Let the teachers write condolences and come to the realization that they must use fixed expressions.

A. Now I'm going to turn to our clients to get feedback on these get-fired solutions. Could you pick one?

This one? O.K., I'll write that down again and then note the ideas the group comes up with.

- Give two tape recorded dialogues, one natural (with fixed expressions) and one without fixed expressions to the teachers: and let them see which one they feel is more natural.
- Hide mike, record natural teachers' dialogue in teachers' room, convert dialogue into a form for presentation in second-language teaching.
- Find the situation where teachers use fixed expressions most and record them there.
- Transcribe their dialogue so that they will see themselves as others hear them.
- Ask them to superimpose some of these fixed expressions into the material they are teaching.
- Have other teachers listen to the two dialogues and give their judgments on which is more natural.
- How to go about this in a more positive way.
- How to determine teachers' sentiments on the use of fixed expressions.
- How to meet and reconcile teachers' wishes concerning the use of fixed expressions.
- How to get across the idea that dialogues shouldn't be taken so literally.
- How to get data on how these expressions can be used as we write the program.
- How to exploit to the fullest fixed expressions already in our course.

- How to help teachers become aware of difference between function and meaning in fixed expressions.

PS (Possible Solution)

- Use a skeleton dialogue and let students fit the fixed expressions from an attached list into the dialogue.
- How to help the student see meaning of fixed expressions so that he can insert them properly.
- How to find balance between grammatical, semantic and stylistic flavour.

PS

- Compare fixed expressions now in our course with those in our research data.

PS

- Dial a fixed expression!

PS

- "Do a little extra: use a fixed expression!"
    - Motivation Poster slogan
        - motivate student to creative use of language
        - opportunity to do a little extra

PS

- Set up a special classroom or classrooms with an electrical switch at every one's chair for student to press on demand - projection on wall of fixed expressions (pause - interjection types) - to be used whenever he needs this device to get him off the hook.

A. I want you to look at this and tell us what you like about it. I'm going to ask for an itemized response. I want your concern but in order to get your concern you have to earn your right to state it, by telling us what you like about this idea. If this could work what could it do?

D. It'd give students a chance to use fixed expressions at appropriate moments.

A. OK what else do you like about it?

E. I really like the idea because I think what it'll also allow the teacher to see when the student is developing a kind of confusion in the language and needs this input of fixed expressions. When he pushes the button, like Pavlov's dog, you'll know he needs something.

F. It'll certainly give him a sense of power and confidence.

G. I'd like to build on this. If he could use it when he's desperate he could also use it when he wants to be a little creative.

A. What are your concerns about this idea? Could it be implemented exactly as it is?

D. Well my first concern is how does the student know the meaning.

A. What's the goal? How can the student get evidence on which one to use?

D. Well - it's more than guidance. How can the student develop confidence in the use of these?

J. I have a possible solution on that .....

From this itemized response the group continued with a string of possible solutions. When the pace slowed down the process leader asked the participants to think of themselves as a piece of architecture. From a choice of ten suggested items the leader picked Kanata as a second point of departure. From a list of suggestions of what we felt like in our role of Kanata, we were each required to find an essential paradox. From the paradox "deafening peace" we were directed to a flower analogy. The flip charts' listings of flowers produced a "snapdragon". The Chinese cookie game and other possible solutions were derived by this round-about route.

CONSTRUCTIVE CRITICISM of Push-button device:

- gives student a chance to use frozen expressions at appropriate moments
- allows teacher to see when student needs something
- gives student a sense of power and confidence

- How to help student develop competence

PS

- Provide exercises in helping student to distinguish functions and meanings of different types of fixed expressions.
- How to select suitable fixed expressions to fit student's need when he pushes the button(s)
- How to achieve the same effect as cheaply as possible

PS

- Film strip(s)
- Dittoed sheets for the students - Special Fixed expressions
- Warning buzzer to alert teacher that student is about to scan his list

PS

- Teachers can give cues for fixed expressions.

PS

- Print most common Pause-Interjection frozen expressions above blackboard, on ceiling.

- different lists on display for different levels
- grouped semantically and stylistically
- teacher uses the displayed frozen expressions to give examples of usages and meanings

PS

- The frozen expressions would be displayed on a mobile, two sides would have substitute words, different fish having different parts of a sentence

PS

- Have a Synectics Session for teachers.

  Let them work on this problem; use their ideas.
- How to find a better name for "frozen expressions"

PS

- Rename title with a French term: "mots-outils" ('mots clés et expressions clefs')

PS

- Develop scripts that would incorporate raw, natural language techniques.
    - Parliamentary procedure
    - debate

PS

- Sets of dialogues with all information taken out and only frozen expressions left in

PS

- Scrabble game of frozen expressions
    - players would win points
    - suggest technique to teachers

PS .

- Micro teaching situation
    - experimental class as demonstration to teachers

- Get teachers together.
- Report this research in a way that people know what the material is.
- The introduction of the report should be facilitated by a Teacher Problem-Solving Group and by contact with them.
- Review existing program for what we have used and for how often frozen expressions are used.
- List looks forbidding.
    - Make it more presentable.
- Get negative feed-back on corpus from rest of group before report is made.

- Substitution-list categories
- Determine which types of frozen expressions will be introduced at which level.

PS

- If students can be shown frozen expressions are part and parcel of native speaker's language

  "If he can do it, so can I."

  - Excerpt from a Trudeau speech

PS

- Chinese Cookie Game
  - Students are given a frozen expression, randomly chosen, which they must use in a sentence.

PS

- Push exposure at every opportunity.
  - Show that we use them that frequently.

PS

- Try to get teachers to teach them earlier.

- How to determine amount of importance that should be given to frozen expressions vis-à-vis other language skills.

FIXED EXPRESSIONS

CLASSIFICATIONS BY SEMANTIC GROUPINGS

SECTION A - FORMAL

ANALOGY - CONTRAST

B	better off	1
	any better or any worse	1
	both good and bad	1
M	more or less	4
N	now and then	1

TOKENS: 8

TYPES: 5

SECTION A CIRCUMLOCUTIONS

A	anything like that	1
	as a means of	2
	as when we say to somebody	1
B	to the best of my knowledge	1
	by just doing this	1
C	contribute a lot to	1
	I would couple that remark with	1
	in due course	1
	in the course of my work	1
D	a little difficult to take sometimes	1
E	fairly well educated	1
	except to say that	1
F	in fact	5
	(it's) a fact (of life)	2
H	I happen to be	1
	I'll be honest with you	1
	this is human nature	1
L	I wouldn't like to think	1
	looks upon this as	1
	it's a lot to do with	1
N	the normal course of events	1
O	in order to	6
P	it has been the practice to	1
	in the process of	1
	put a lot of time and effort in	1
Q	there is a question (then) of	2
	but the question is	1
	raise a whole question (of)	2
	this raises many questions	1
R	for that reason	1
	for a number of reasons	1
	in that* regard	2
	with respect to	1
	as a result (of)	13
S	so to speak	1
	and so on	6
	(or) something (like that)*	5
	something else	1
	the stress should be on	1

SECTION A CIRCUMLOCUTIONS (cont'd)

	with varying degrees of success	1
	to sum (it) up	2
T	take into consideration	1
	there is a tendency to	1
	in general terms	1
	and things like that	1
U	make use of	1
W	(just) as well as	6
	whether (they like it) or not	2
	or whatever	1

TOKENS: 91

TYPES: 49

SECTION A DEFINITE, DECISIVE, POSITIVE RESPONSE

A	I agree with	1
	I completely agree	1
	I couldn't agree more	1
C	that is the case	1
E	Yes, excellent	1
F	(that's) fair enough	2
	(that's) fine	6
G	very good	2
O	Oh no	1
	(I'm) just the opposite	3
P	(that's*) a good* point	4
R	really	1
	(Yes) (that's)* right	22
	(that's) all right	14
S	sure	1
	I'm sure	2
	(but) I'm not sure	2
T	this is true	2
W	pretty well	1

TOKENS: 68

TYPES: 20

SECTION A ECHO/TAG

D	to do so	1
S	I would say so	1
	so it seems	1
	this is so	2
T	I think so	4

TOKENS: 9

TYPES: 5

SECTION A EMPHASIS

A	after all	1
	and all that	1
	all along	1
	all at once	1
	all kinds of (problems)	2
	all three of you	1
	all (those things) together	2
	all through the province	1
	it's all to the good	1
	it's all up to you	1
	at all	18
	(from) any point of view	2
C	concentrate with everything you have	1
E	in effect	1
	or else	1
	even if	1
	and even more	1
	everything else	1
F	first of all	5
	his job has to come first	1
	in the first place	1
I	I don't have any idea of	1
L	(so) at least	18
	literally thousands	1
	I would dearly love to	1
M	for the most part	1
O	of course	20
	once you get down to work	1
	you're not the only one	1
	the only thing is that	1
	the only thing I can think of	1
	just the other day	1
	over and over again	1
P	no point at all	1
	(progress) to the* point (where)	2
	at some point	1
R	right at the beginning	1
	right in the middle of	1
	right from one to five	1
	oh, right from the start	1
	right now	1

SECTION A EMPHASIS (cont'd)

S	(so) as I* say	7
	now say	1
	as you're saying	1
	(and) so	9
	so far	3
	so that	10
	so I* think (that)	2
T	and that's it	1
	(this) to me	3
	in total	1
U	of utmost importance	1
W	(in) no way (alike)	2
	as well	3
	on the whole	1

TOKENS: 147

TYPES: 55

SECTION A GREETINGS - CLOSINGS

D	yes, please do	1
G	good morning	2
T	thank you (very much)	10

TOKENS: 13

TYPES: 3

SECTION A IDIOMS (cont'd)

B	this battle going on in my mind	1
	bear little fruit	1
	I'm behind the eight ball	1
	to break the sound barrier	2
	you just want a break	1
	(to) take a ... break (now)	5
	I'm just bushed	1
C	to carry the load	1
	a close face-to-face relationship	1
	close to my heart	1
	something that's closer to home	1
	who's very close to this matter	1
	come in contact with	1
D	it finally dawns on me	1
	to discuss something around the dinner table	1
E	have the ear for (it)	2
	I had no ear at all	1
	kind of strain your ear	1
	my ears stick up	1
F	're faced with	1
	in the* flow (of conversation)	2
G	to get in on it	1
	to get my feet wet	1
	get to a point	1
	as you go along	1
	going along ... for the ride	1
H	at hand	1
	where they are heading	1
	in(to) the heart of (the thing)	2
	hold his own	1
	you get hung up on little words	1
K	keep in touch	1
L	and just let it drop	1
	to let that go by	1
	you want me to level with you	1
	what level are you on	1
	for the life of me	1
	in the light of	1
	considered in a different light	1
	go on like a jack hammer	1

SECTION A IDIOMS (cont'd)

	pursue their own line	1
	in line with	1
	in their own line of work	2
	out of line	1
	along those lines	1
	lose ground	1
	he was completely lost	1
	sort of lukewarm towards it*	2
M	make a mess of	1
	never* going to make it	3
	have (that) in mind	2
	in my own mind	1
	moving from one side to the other	1
N	the name of the game	1
	their nerves get a little bit edgy	1
O	not off-hand	1
P	pressures of work	1
	put this idea across	1
Q	we have quite a ways to go	1
R	running the language school	1
	idea of running a course	1
S	I'll second that	1
	to set the stage	1
	it was short-lived	1
	a shot-gun approach	1
	just a side comment on	1
	something in black and white	1
	this idea would be a sound one	1
	in the early stages	1
	start from scratch	1
	enough at one stretch	1
	and then suddenly it strikes me	1
	what on the surface'd be	1
T	just take it as it comes	1
	I have a bad taste in my [memory]	1
	I would tend to give it a shot	1
	on his* own time	4
	putting in time	2
U	now I know what you're up against	1
	keep up to date	1
	by up-dating	1

SECTION A IDIOMS (cont'd)

U	using this as a stepping stone	1
W	I could crawl up the wall	1
	it's a wate of time	1
W	(is there) any* way around that*	2
	my way around	1
	you've some bugs to work out	1

TOKENS: 105

TYPES: 87

SECTION A INDEFINITE, INDECISIVE, NEUTRAL RESPONSE

G	in general	4
I	it's been interesting	1
K	kind of like to	2
L	if you like	3
R	I really can't say	1
W	if you wish	1

TOKENS: 12
TYPES: 6

SECTION A INTRODUCTORY

A	in addition (to this)	2
	as it is now	1
	I'm ashamed to say	1
E	for example	15
F	it's fair to say	1
	as far as (I'm* concerned)	12
	so far as	1
H	it happens that	1
I	for instance	6
L	let me put forward	1
	let me say	1
	let's say	3
	let's see	1
M	it's just a matter of	1
	now by that I mean	1
	what I mean(t)	2
	it just means that	1
	what we have in mind	1
P	in the first place	1
	I don't see any point	1
	the point I'd like to stress	1
	(from) the* point of view (of)	14
	to put it crudely	1
	to put it a different way	1
	I put it to you	1
R	given the right kinds of opportunities	1
S	you* don't say	4
	I* would* say	18
	I'm* (just) saying (that if)	2
	what I would say	1
	what you're saying (then) is	2
	the government says	1
	(now) it seems to me	6
	it doesn't seem to me	1
	so long as	1
T	I take it	2
	take myself as an example	1
	take French,	1
	take a person born	1
W	whereas (you)	5

TOKENS: 119

TYPES: 40

SECTION A OFFICIALESE

A	on the* agenda	8
	of great assistance	2
	(are) away on French	3
B	in my own branch	1
C	there's a consensus of opinion	1
	on the* course(s)	4
D	I find the day far too long	1
	I'd much prefer to see a shorter day	1
	under duress	1
E	to this end	1
	a first-hand example	1
F	the staff freeze	2
G	go from the general to the particular	1
	goes very much against the system	1
I	in-depth study	2
L	leave of absence	1
M	to make a comment or two	1
O	what's the object of the exercise	1
	have the occasion	1
	on the board	1
	during the off-period	1
P	on paper	1
	I'm getting full pay	1
	a practical day-to-day problem	1
	on a project	1
Q	it is questionable whether	1
	on a production quota	1
R	to read a paper	1
S	coming into the service	2
	in the original set-up	1
	in our shop	1
	a slack period	3
	on staff	18
	let their names stand	1
T	it's too time-consuming	1
W	a full day's work	2

TOKENS: 72

TYPES: 36

SECTION A PAUSE - INTERJECTION

A	I'm afraid that	1
	anyway	2
	as a matter of fact	2
	at any rate	1
B	I believe	1
E	excuse me	2
F	I* (also)* feel (that)	10
	I find (that)*	22
	I found out that	1
	for fear of	1
G	go on	1
	I would* guess	6
I	if any	1
	I should* imagine	2
	in the initial instance	1
	in that	1
K	that kind of thing	1
	I know (that)	25
	we all know	1
	you know	73
L	like, (last night)	2
	look	1
M	(oh) you* mean	7
	I agree, mind you	1
	(now) mind you	2
P	now this is possible	2
	I presume	1
Q	a fair question	1
	quite frankly	1
S	for, say, five or six hours a day	1
	say (in Quebec*)	14
	take, say, an hour and a half out of the day	1
	see	1
	(oh) I see	15
	I could* see	3
	you see	12
	(I'm) sorry	5
	speaking of	1
	I suppose	4
	I rather suspect	2

SECTION A PAUSE - INTERJECTION (cont'd)

T	that is,	4
	that's all	1
	and then	7
	I think (that)	140
	I don't think (that)	25
	No, I think (that)	2
	I would* think (that)	5
	(again)* I (just)* think (that)	4
	you('d) think	6
U	I understand	1
	I don't understand that	1
W	(oh)* well	74
	(and)* what not	3
	I wonder (if)	5
	in other words (perhaps)	10

TOKENS: 520

TYPES: 55

SECTION A PERSONAL OPINION

A	if you're against it	2
F	so you find that	1
	what you're for	1
O	in my opinion	1

TOKENS: 5

TYPES: 4

SECTION A PLACE

B	back at the shop	1
F	I'm from St. Catherines	1
H	at home	1
	back home	1
	get home	1
	go home	1
I	in and around Cornwall	1
	in residence	1
	in the street	1
	in town here	1
O	out there	1
	out of town	1
	out West	1
	over here	2
U	up there	1

TOKENS: 16

TYPES: 15

SECTION A QUANTIFICATION

A	a little afraid of	1
	a (certain) amount of	4
	in a given amount of time	1
	in this area	2
B	on the* basis (of)*	7
	a bit (of a holiday)	7
	a little bit (of)	10
	quite a bit of	1
C	in (almost all)* cases	2
	in (my own)* case	13
D	a great deal (of)	3
	deal a great deal with	1
E	at this end	1
	at the other end	1
	far enough advanced	1
	just about everyone	1
F	too far off	1
	in the* field(s)	2
	follow certain words	1
H	on the one hand	1
	on the other hand	5
I	insofar as...(is concerned)	6
	in some instances	1
K	(and this*) kind(s) of (thing)*	17
L	on your list	1
	very little, if any	1
	as long as	4
	so long as	1
	a(n) (awful) lot (of)*	16
M	so much so (that)	1
	that much	1
N	as it is now	1
	a (certain) number of	4
O	on his* own	2
	one or two out of nine	1
P	(the basic)* part(s) of	5
	in part	1
	in other parts of	1
	on the part of	1
	on our part	1
	to be part of	2
	people of a certain age	1

SECTION A QUANTIFICATION (cont'd)

	persons ... of my age	1
	in (the same)* position	6
	some such position	1
R	on the records	1
S	in its broader sense	1
	in the sense (that)	2
	on the English side	1
	so many years	1
	(a) sort of (thing)*	11
	(in)* some sort of (a way*)	3
	on the film strips	1
	(from reading) on the subject	2
T	in terms of	1
	of this type	1

TOKENS: 176

TYPES: 61

W	in (such) a way	3
	in another way	1
	in this general way	2
	one way or the other	1
	in some other way	1

SECTION A RHETORICAL QUESTIONS

R	is that right	2
S	shall we say	2
	would you say	2
	would you see	2
	is that so	1
T	would* you think so*	5
W	what do they call it	1
	or what	1

TOKENS: 16

TYPES: 8

SECTION A TIME EXPRESSIONS

A	about two years or so	1
	a couple of years ago	1
	a while ago	1
C	for (just) a couple of minutes	2
D	a full day	3
	a half day	2
	an hour a day	1
	half days	2
	six* hours a day	2
	yeah, the other day	1
	the other half a day	1
	on day-to-day use of	1
E	in the evening	1
F	this coming fall	1
	the first of July	1
	from eight-thirty to five	2
H	at the end of half an hour	1
	for half an hour	1
L	later on	3
M	from the middle of August to about the end of...	1
	at the moment	3
	by the minute	1
	in a few moments	1
N	at night(s)	3
	for a number of weeks*	2
P	in the past	1
R	right from one to five	1
	right now	1
S	twenty-five years of service	1
T	all the time	5
	by the time	1
	from time to time	2
	it's as good a time now	1
	(after some)* period of (time)	2
	at (the present)* time(s)	16
	since that time	1
	so that in time	1
	for some time	1
	some time in August	1

SECTION A TIME EXPRESSIONS (cont'd)

there are times when	1
time and time again	1
until the time comes	1

W	in a short while	1
Y	years behind me	1

TOKENS: 79

TYPES: 44

SECTION A VOGUE EXPRESSIONS

C	I'm going to cut this guy's water off	1
D	make damn sure	1
	if he was told he had to, he was damned if he was going to	1
F	it was funny	1
H	what the hell	1
	to hell with this place	1
I	on intake	1
J	by jeez	1

TOKENS: 8

TYPES: 8

SECTION A MIXED FIXED

C	to have a command of	1
E	feel at ease with	1
	going to go to the expense of	1
N	do you have any news on that	1
O	to get anything* out of it	2
	... it's one thing ... it's another	1
	one-to-one ... experience	1
R	on radio*	2
S	had gone through the same thing	1
	on the screen	1
W	when you put it that way	1
	they just do things their own way	1
	worth doing	1

TOKENS: 15

TYPES: 13

Grand Total of Tokens:	1479
Grand Total of Types:	514

LIST 2

FIXED EXPRESSIONS

CLASSIFICATIONS BY SEMANTIC GROUPINGS

SECTION B - INFORMAL

ANALOGY - CONTRAST

A	any more than	2
B	better off	1
F	far less	1
	far more	1
H	here and there	1
M	more or less	8
O	have one without the other	1
	getting more out of it	1
R	right or wrong	1
W	even with...or without	1

TOKENS: 18

TYPES: 10

SECTION B - CIRCUMLOCUTIONS

D	a great deal (of)	2
F	in fact	3
	just the fact of	1
	in spite of the fact	1
	it's a (proven) fact (of life)	2
J	had just about enough of	1
	just the idea of	1
	just as soon do this	1
M	for that matter	2
	as a matter of fact	5
O	in order to	2
	in other things ... besides	1
Q	it raises an interesting question	1
R	in that regard	1
	in many respects	1
	as a result (of this)	3
S	for the sake of	1
	and so forth	4
	and so on (and so forth)	8
	so-and-so	4
	(or) something like that	7
	so to speak	1
T	take into consideration	1
	and things like this	1
W	as well as	6

TOKENS: 61

TYPES: 25

SECTION B - DEFINITE, DECISIVE, POSITIVE RESPONSE

A	I quite agree	1
C	this is the case (with)	2
F	this made me feel good	1
	that's fine	4
G	(that's* a) good (idea)	4
H	this is a big help	1
M	it's a move in the right direction	1
N	that's not so at all	1
P	that's* a (very) good point	2
R	(it's) all right	12
	(yes)* (that's) right	40
	you're quite right	1
S	(oh)* sure	7
	I'm sure	1
T	(oh)* that's* (very) true	10
	there you are	1
W	pretty well	1

TOKENS: 90

TYPES: 17

SECTION B - ECHO - TAG

S	I know this to be so	1
	(2500 words) or so	2
	Yes this is so	1
T	I (don't) think so	4
W	it sure would	1

TOKENS: 9

TYPES: 5

SECTION B - EMPHASIS

A	again and again	1
	all about	1
	all over again	1
	all this	1
	is about all that I can take	1
	by any means	2
	at all	18
	anything at all	1
C	it comes down to that	1
D	no doubt	1
	without a doubt	1
E	each and every one	1
	even if	5
	(but) even so	2
F	at first	1
	first of all	1
G	the gist of it	1
L	at least	13
M	most of all	1
	it would be a little much	1
N	and the next thing you know	1
	you'd be next to useless	2
	not only	2
O	(and then*) of course (not)	30
	and off he went	1
	on your* own	7
	once you start	1
	over and over again	1
P	to get my* point across	3
	at that point	1
	right at that point	1
R	right now	4
S	so far	1
	so that	5
	as such	1
	such as now	1
T	but that again	1
	but then (again)	2
	with no trouble at all	1
W	to what effect*	2
Y	as yet	1

TOKENS: 122

TYPES: 41

SECTION B - GREETINGS - CLOSINGS

H how are you	1
T (I'd like to) thank you (very very much)	12

TOKENS: 13

TYPES: 2

SECTION B - IDIOMS

B	bashing your head against the wall	1
	the blow may be softened slightly	1
	the bread and butter kind of things	1
	bug the rooms	1
	a new bunch of people	1
C	call a halt	1
	(we're) catching it	2
	your circle of friends	1
	come hell or high water	1
	come out about the same	1
D	become deadwood	1
	a bit of a drag	1
	draw the line on	1
E	if you have an ear for	1
	it's just my ear	1
F	let's face it	1
	in face-to-face situations	1
	foot the bill	1
G	trying to get...into shape	1
	trying to get into tune	1
	steady going	1
H	get harping about	1
	I have a hunch	1
	let's hold it every month	1
	and I'm home free	1
K	keeps an eye on	1
	keeping your hand in	1
L	people put labels on one another	1
	and then let you alone	1
	that's the life we live	1
	on the line	1
	along the same lines	1
	going to live the language	1
	over the long haul*	2
	you lose a bit of ground	1
	he's low class	1
	low class is low class	1
M	you can't make a...purse out of a sow's ear	1
	the master of his fate	1
	have* in mind	7
	in my (own) mind	3
	in the mood	1
	waiting with their mouth open	1
P	pale(s) into insignificance	3
	part of the French side of things	1
	the pendulum swings	1
	getting all the plums	1

SECTION B - IDIOMS (cont'd)

P	the point of no return	1
	pound my chief's desk	1
	put their heart and feeling into it	1
Q	out of the question	1
R	when the second round came	1
S	sparked interest	1
	just about my speed	1
	starting from scratch	2
	is that from scratch	1
	at that stage of the game	2
	one or two steps away from	1
	stick to what you're being taught	1
	stick strictly to the lesson	1
	how does that kind of idea strike you	1
	swallow my pride	1
T	taking a free ride	1
	it takes a pretty big hunk out of the day	1
	taking a person that's completely green	1
	this is a little hard to take	1
	the right track	1
	to take the words out of your mouth	1
U	you're up the creek	1
W	I was just about climbing up the wall	1
	drive you up the wall	1
	way ahead	1
	there's no way around it	1

TOKENS: 87

TYPES: 73

SECTION B - INDEFINITE, INDECISIVE, NEUTRAL RESPONSE

A	about one of the best opportunities	1
	about one in seventeen	1
G	in general	4
I	that was probably it	1
R	that's* just about right	4
S	in a sense	2
W	if you want	1
	if you will	2

TOKENS: 16

TYPES: 8

SECTION B - INTRODUCTORY

A	(and)* in addition (to this)	2
C	but chances are that	1
	I'm coming right around to	1
E	for example	11
F	as far as	7
	so far as	2
I	for instance	7
M	it's a matter of	2
P	(from) the* point of view (of)	10
	the ... point I was trying to make	1
	I'll put it another way	1
S	they* (don't) say	3
	I* would say	5
	as I have said before	1
	for a start	1
	it seems to me	2
T	take for example	1
	take a language,	1
	I think the thing is that ...	1

TOKENS: 60

TYPES: 19

SECTION B - OFFICIALESE

A	in advance	1
C	at coffee	1
	on the* course(s)	5
	a little crash course	1
E	at my own expense	1
O	at the office	1
	in their off-period	1
	off season	1
	on the outside	1
P	question and answer period	1
	over the phone	1
	in practice*	3
	in the presence of	1
	the powers that be	1
Q	on your quota	1
R	in jeopardy of being red-circled	1
S	the work sits there	1
	on staff	1
	from my standpoint	1
T	on (the) company time	4
	on one's own time	1

TOKENS: 30

TYPES: 21

SECTION B - PAUSE - INTERJECTION

A	if any	1
	anyway	1
	I assume	1
B	(yes,) I believe	9
E	excuse me	1
F	I ('d) (definitely) feel (that)	3
	I find	1
G	I guess	4
I	I (should) imagine	5
	in that	1
K	(oh,) I (really) (don't)* know (myself)	33
	we all know	1
	you know	91
	you don't know	1
	now as you know	1
M	(oh,) I* mean	6
	(now) mind you	8
P	just a small point	1
Q	this is a very fair question	1
S	say	27
	(but) see	2
	(oh,) I see	4
	I don't see	1
	(so) you see	9
	(I'm) sorry	4
	(but) generally speaking	5
	I suppose	3
T	I think (that)	153
	(and) I don't think (that)	9
	no, I think (that)	1
	I would* think (that)	4
	(again)* I (just) think (that)	4
	and then	6
U	(as) I understand	4
W	(oh)* well (now)*	98
	and what not	1
	I wonder	1
	in other words	10
Y	ah* yes	4

TOKENS: 520

TYPES: 39

SECTION B - PERSONAL OPINION

A	for me anyway	1
O	in my* opinion	2
P	I made it a point	1
	that's my point of view	1
V	in my view	1
	(from) my (personal) point of view	5

TOKENS: 11

TYPES: 6

SECTION B - PLACE

A	around the house	1
H	at home	5
	away from home	1
	back home	1
L	living right in	1
S	on the street	2
U	(it's) up here	3
W	where I come from	3

TOKENS: 17

TYPES: 8

SECTION B - QUANTIFICATION

B	on the * basis (of)	4
	a (little)* bit (of)*	19
	a little boring after a while	1
C	in my own* case	2
	a couple of steps	1
D	a great deal (of)	2
	to some degree	1
E	each of these	1
	at the end of	1
	just about everything	1
G	they were good enough	1
H	on the other hand	4
K	(and this*) kind(s) of (thing)*	31
L	people* like this*	3
	little by little	1
	as long as	9
	so long as	2
	an (awful) lot (of)	10
	(quite) a lot (more)	4
M	(just) as much as (possible)	2
N	neither one way nor the other	1
	a number of (other areas)	2
O	one by one	1
	with one or the other	1
	(for) one (reason) or another	2
	from one to the other	1
P	as a part of	1
	on my part	1
	for my own part	1
S	(in the)* sense (that)	5
	on one* side	2
	it had something to it	1
	(a)* sort(s) of (thing)*	33
T	in terms of	1
	(a)* types(s) of (thing)*	6
W	(in) one way or another	2
	one way or the other	1
	in a two-way fashion	1
	just the way	1
	in a way	3
	in the same way	1

TOKENS: 168

TYPES: 41

SECTION B - RHETORICAL QUESTIONS

A what's it all about	1
L and this is the life, eh	1
R is that right	1
S is that so	2

TOKENS: 5

TYPES: 4

SECTION B - TIME EXPRESSIONS

A	that was quite a while ago	1
	about a year and a half ago	1
	a hundred years ago or so	1
C	a couple of hours	1
D	day to day	1
	an hour a day	1
	two a day	1
F	in the fall of 1967	1
	almost forever	1
	from morning to night	1
	from nine to five	1
L	later on	3
M	at the moment	2
O	once a week	3
P	at the present	1
S	all of a sudden	2
T	all the time	4
	by the* time	5
	when it comes* time for	2
	as time goes on	1
	after the last time around	1
	on time	1
	at that point of time	1
	for over a long period of time	1
	for that period of time	1
	from time to time	3
	at (the present)* time(s)	22
	quite a long time	1
	there are times	1
W	working night and day	2
Y	nine months a year	1
	two or three years after that	1

TOKENS: 70

TYPES: 32

SECTION B - VOGUE EXPRESSIONS

B	and boy! that's	1
C	for Christ's sake	1
D	so darn many things	1
	you're darn right	1
F	it's funny you should say that	1
H	Hell! of course	1
	a hell of a lot more	1
	get them the hell out of here	1
	I'm going to go to hell	1
	What the hell!	1
I	and another method is in	1
J	jeez, that made me feel good	1
L	Lord knows what it was	1
M	about ten students maximum	1
N	it just comes natural	1
O	Oh my!	1
	and that method is out	1

TOKENS: 17

TYPES: 17

SECTION B - MIXED FIXED

B	in between	1
D	do as you say	1
H	I don't have it	1
L	it's a lot easier said than done	1
M	make sure that	1
O	on film*	2
	a one-to-one relationship	1
T	it'd take a pretty good man	1
	that's* the way (it goes)*	3

TOKENS: 12

TYPES: 9

Grand Total of Tokens:	1326
Grand Total of Types :	377

LIST 3

FIXED EXPRESSIONS

CLASSIFICATIONS BY SEMANTIC GROUPINGS

SECTION C - MEDIA

ANALOGY - CONTRAST

B	back and forth	1
	from beginning to end	2
	better off	2
H	here and there	1
L	less and less	2
	even a little less	1
	any longer	1
M	more or less	11
N	neither fish nor fowl	1
	now and then	1
O	off and on	2
P	either the pros or cons to this	1
R	right or wrong	1
	to the right or to the left	1
S	sooner or later	2
W	just as well off	2

TOKENS: 32

TYPES: 16

SECTION C CIRCUMLOCUTIONS

A	ad infinitum	1
	to great advantage	1
	or anything else	1
	anything like that	1
C	as the case may be	1
	under such circumstances	1
	in due course	1
	in the course of working	1
E	words to that effect	1
	et.cetera	1
F	(and) in fact	28
	in actual fact	1
	the fact of life	1
	the fact (of the matter) is (that)	4
	(despite)* the fact that	7
K	in keeping with	1
	I know for a fact (again)	2
L	like anything else	1
	like everybody	1
	and places like that	1
M	(as) a matter of fact*	11
	for that matter	2
	that you mentioned earlier	1
N	things of this nature	1
	none or at least very few	1
O	other than the fact that	1
P	perhaps the point to make is the fact	1
R	in regard to	1
	in this regard	3
	in relation to	2
	in this respect	1
	with respect to	4
	and all the rest (of it)	3
	as a result (of)	4
S	but again, as I say	1
	you can't seem to conceive of the idea of	1
	doing so and so	1
	and so forth	2
	and so on	19
	(or) something (like that*)	10
	something else	1
	something or other	2
	somewhere around here	1
T	in general terms	1
	and all that	1
	and another thing	1

SECTION C CIRCUMLOCUTIONS (cont'd)

T	such a thing as this	1
	and all those things	1
	and things like this	1
	and this, that and the other thing	1
V	in view of (the fact that)	2
W	the best way I can answer that is to say this that ..	1
	(but) as well as	6
	(or) whatever (it was)	6
	whatever they call it	1
	or whatever you like	1
	or what have you	1

TOKENS:	156
TYPES:	57

SECTION C DEFINITE, DECISIVE, POSITIVE REACTION

A	I agree fully	1
	I (don't) agree (with you)	4
	I'm not in agreement with	1
	we all agree	1
	I can assure you	1
B	I'll bet there's a way	1
C	well, certainly	1
D	oh*, (very) definitely	3
F	this is a fact	1
	(that's)* fine	9
G	it's good for us	1
	granted!	2
	it's been great	1
H	I happen to know	1
I	a (pretty) good idea	2
M	it is quite meaningless	1
	(oh,) by all* means	4
O	it's A one	1
P	that's (precisely)* the* point	4
	this point is well taken	1
Q	there's no question about* that	3
R	really, it is	1
	not really	1
	that's the reason for that	1
R	(yes) right	19
	right, it does	1
	you're right on that	1
	that's right	23
	that's not right	1
	I don't think that's right	1
	(that's quite)* all right	29
S	(oh) sure	3
	(but) I'm (quite)* sure	6
	I'm not (at all) sure	3
	sure enough	1
	it sure is	1
T	there it is	1
	(yes) that's* (very)* true	11
	the same thing is true	1
	nothing could be further from the truth	1
W	all well and good	1
	very* well	4
	and don't get me wrong	1

TOKENS: 156

TYPES: 42

SECTION C ECHO - TAG

B	I believe so	1
C	certainly it does	1
	correct	1
D	I really do	1
	did I ever	1
L	I'd like to very much	1
M	as it must	1
S	and becoming more so	1
	we are doing so	1
	very much so	1
	so I said	1
	just say so	1
	I suppose so	1
T	I don't think so	1
W	as well it should	1
	which it does*	3

TOKENS: 18

TYPES: 16

SECTION C EMPHASIS

A	never* again	2
	after all	2
	that's all	3
	(that's what it's) all about ...	3
	all over again	2
	all that	1
	all the worst aspects of	1
	any...at all	1
	in any way	3
	anywhere	1
	apart from that*	2
	(not) at all	20
	as is	1
B	believe it or not	2
	believe me	2
	Canada is away behind	1
	not a bit	1
	every bit as good as	1
C	this coast to coast radio special	1
	come to that	1
	every corner in this city	1
D	(and) I doubt it	2
	(there's) no doubt (about that*)	5
	without a doubt	2
E	in effect	6
	anybody else	1
	more than anything else	1
	or anything else	1
	everything else	1
	like everyone else	1
	someone else	1
	something else	1
	what else is available	1
	by the end of	1
	in the end	2
	even if	5
	everyone of them	1
	to (the full)* extent	5
F	in all fairness	1
	by far	1
	at first	3
	right from the first	1
	first of all	8
G	if Canada's to ever get anywhere	1
	go on and on	1
	and all to the good	1
H	at first hand	1
	but here again	1
	a hundred and one things	1

SECTION C EMPHASIS (cont'd)

I	that's the ideal	1
	that's it	1
L	and last but not least	1
	(but) at least	13
	at the very least	1
	let alone	1
	all my life	1
	it sure looked like	1
M	might as well	1
	far too much	1
	pretty much	1
N	nevertheless	1
	a brand new	1
	every* nickel	2
	nothing to do with (it)	2
O	(and then)* of course	100
	at once	2
	and for once	1
	the first ones to admit	1
	the good ones	1
	and not only that	1
	your time is not your own	1
	on my* own	9
	nine times out of ten	1
	over and above	1
P	an excellent, well-taken point	1
	(and) at that* point	7
	(come) to a point (where)	2
	get to the point	2
	here's the whole point	1
	to make this point	1
	that's* the point	4
	on this very point	1
R	at any rate	1
	one of the reasons	1
	right away*	13
	right here	2
	it's right out of	1
	right up at the top of	1
	right over	2
S	for your sake	1
	it's just plain selfishness for ...	1
	separate and apart from	1
	on all sides	1
	not one single player	1
	(and) so	31
	so far	2
	so that (indeed)	27
	a certain extra something	2

SECTION C EMPHASIS (cont'd)

S	there's something about	1
	any great sort of	1
	in all sorts of ways	1
	as such	4
	(in a country) such as (this)	4
	their training sure showed	1
T	I('ll) tell you (that)	4
	that's that	1
	by then	3
	and therefore	3
	for the first time	1
	for one thing	2
	exactly the same thing	1
	that's one sure thing	1
	this, to me,	1
	we had a great to-do with it	1
	(coming) on top of (all)	3
	going to all that trouble	1
	in real trouble	1
W	no way	1
	no other way of	1
	as well	12
	through whatever means	1
	no mention whatsoever	1
	on the whole	1
Y	and yet	5
	as yet	1
	not yet	1
	yet, really	1

TOKENS: 423

TYPES: 127

SECTION C GREETINGS - CLOSINGS

A	good afternoon	10
B	bye (bye)	8
	good bye	3
E	good evening	1
H	hello	3
	how do you do	1
M	good morning	6
N	good night	1
T	thank you (very much)	32
	thank you (very much) for the call	5
	thanks (for the call)	7
W	welcome to	1
	I wish you luck	1

TOKENS: 79

TYPES: 13

SECTION C IDIOMS

A	a false alarm	1
B	this is back now	1
	it wasn't my bag	1
	baulk at the idea	1
	to beat the band	1
	the best of both worlds	1
	that's between you and the employer	1
	this is a form of blackmail	1
	it'd have been a blessing	1
	it was quite a blow	1
	blow the plant up	1
	there were no blow-ups	1
	are bound to be overshadowed	1
	is bound to continue to be	1
	to take a break	1
	bring this to fruition	1
	(has) brought home to (me)	2
	you're bushed	1
	I don't buy that	1
	by and large	2
C	close calls	1
	a carry-over from	1
	low ceilings	1
	chance entered the picture	1
	some old chick	1
	clock is going round and round	1
	cog in the machine	1
	come off second best	1
	come out on top	1
	came up with some pretty searching questions	1
	a carbon copy of the (U.S.)*	2
	costs are rising	1
D	be seen dead	1
	that's a little deep for you	1
	a little down on men	1
	just window dressing	1
	drops everything	1
	all the dust-ups over...	1
E	you're out on your ear	1
	early to bed and early to rise	1
	the flying end	1
	the model "T" era	2
	as a rough estimate	1
F	let's face it	3

SECTION C IDIOMS (cont'd)

F	we'd better face that fact	1
	that does not fact the facts	1
	was* faced...(with)	4
	to fall in love	1
	after a fashion	1
	was...fed up with	1
	feel (quite) free to	3
	get a feel of their operations	1
	on both sides of the fence	1
	fighting for their life	1
	a figment of the imagination	1
	they're finished	1
	by gravy flights I mean...	1
	in a state of flux	1
	following the line of least resistance	1
	on their true footing	1
	force...down...throat	1
	the future looks bright	1
G	a young man's game	2
	we're not getting anywhere	1
	get (things) going	2
	why would this rumour get going	1
	you've* (got) everything* going (for you)	3
	get in touch with	1
	get off the line	1
	get our hands on	1
	once they get the message	1
	get them out of my hair	1
	get to the bottom	1
	gives it a voice	1
	give me the blast	1
	to go back to square one	1
	go into action	1
	and everything that goes with it	1
	go through all the red tape	1
	go out the window	1
	got a half decent education	1
	a sort of grandstand surgeon	1
	it's just sour grapes	1
	on that ground	1
	they were grounded immediatly	1
H	in the hands of	2
	got out of hand	1

SECTION C IDIOMS (cont'd)

H	hanging fire	1
	have ... in common with	1
	have the heart	1
	I'd had it	1
	to have taste	1
	going helter skelter	1
	a hit and miss (affair)	2
	it hit me like a ton of bricks	1
	hit him over the head	1
	home breakers	2
	I was hooked	1
K	keeping him in line	1
	keep busy	1
	keep in touch with	1
	keep me out of trouble	1
	keep the wheels turning	1
	kick (them) in the pants	2
	can kill it	2
	you can knock people's heads together	1
L	lay his record on the line	1
	lay it at the feet of the monarch	1
	laying the groundwork	1
	at all levels	2
	the most hard pressed level	1
	(it's) a* good life	2
	life style	1
	a few of my best lines	1
	along the lines of	2
	different lines	1
	(keep) in line with	2
	I was in line for	1
	put on the line	1
	right up the line	1
	in some of the same lines	1
	the line of work	1
	live by it	1
	a close look	1
	an overall look at things	1
	the everyday business of looking after	1
	on the loose	1
M	we make a big case for	1
	make a break with the past	1
	make my move	1
	make sense	1
	you* make me sick	3
	make up their* mind	2
	make the grade	1

SECTION C IDIOMS (cont'd)

M	we're making headway	1
	mend some political fences	1
	the Task Force minced no words	1
	their minds would go blank	1
	(that) come to mind	2
	(keep this)* in mind	5
	in my mind	1
	in the* minds (of)	2
	keep an open mind on this	1
	out of his mind	1
	to speak your mind	1
	missing the point	1
	from the moonlight and roses bit	1
	the first move	1
	to move on a thing like this	1
	it's going to apparently move the government much more deeply into the control of	1
N	they name names	1
	nip it in the bud	1
	all in a nutshell	1
O	a little off balance	1
	(the high priests)* of old	2
	a one-sided affair	1
	for opening the north country	1
P	it's a package	1
	sort of a launching pad	4
	a real parting of the ways	1
	pass the hat around	1
	pat (them) on the back	3
	are...paying the* shot for	3
	that phrase is very catchy	1
	it's easy to pick and choose	1
	the hockey picture	1
	it's a typical picture	1
	cost you a pile more	1
	piles and piles of immigrants	1
	play a game	1
	come to the boiling point	1
	point the finger of scorn at	1
	a problem we all have to face	1
	in power	1
	he* presses the button	2
	the public purse	1
	putting his finger on	1
	put into action	1

SECTION C IDIOMS (cont'd)

R	raise ... extra money	1
	in real life	2
	right at this stage	1
	a role to play	1
	in such a role	1
	there were no big rows	1
	rub shoulders with	1
	the Vancouver-Victoria run	1
	a real good run-around	1
	in the normal run of	1
	in the short run	2
	to be run by the best brains of	1
	to run our own city	1
	time is running out	1
S	this saved the day	1
	scared stiff	1
	scare you to death	1
	a school of thought	1
	scratching the land	1
	it is the seat of the national government	1
	second rate	1
	we were sharper than	1
	now the shoe's on the other foot	2
	are very short-lived	1
	maybe your failure is showing	1
	a grand showpiece	1
	shrugged his shoulders	1
	sick to my gut	1
	slipping a little	1
	a snap election	1
	somewhere near the Hill	1
	something's gone sour	1
	at that stage	1
	the stakes are tremendously high	1
	(more than jobs) at stake	3
	like staying in shape	1
	must steer clear of	1
	stems from the fact	1
	that steps be taken by	1
	we can't stop the clock	1
	what's in store	1
	the straw that breaks the camel's back	1
	with no strings attached	1
	some pretty strong things to say about	1
	the American style of life	1
	on the surface	1

SECTION C IDIOMS (cont'd)

S	swearing her head off	1
T	to take a chance on my French	1
	to take his word for it	1
	to take more of a back seat	1
	he took a slap at the Establishment	1
	we've taken steps to strengthen	1
	taking* (the) time to	2
	takes a...view on	1
	(on)* takeoff	3
	a wholesale takeover	1
	you got lots of takers?	1
	a good time	2
	I toyed with the idea	1
	tell him to get lost	1
	I'll tell you God's honest truth	1
	the acid test is	1
	am I through	2
	thrust into our laps	1
	by* the same token	1
	the top dogs	1
	top speed of	1
	on top of that	1
	I toyed with the idea	1
	I wouldn't trade places	1
	whatever the traffic would bear	1
	trampling all over religious rights as well	1
	treating poor people like dogs	1
	the eternal triangle	5
	on a bad trip	1
	try and get someone	1
	(a bit of)* a new twist	2
U	no upstanding firm	1
	(bring this)* up to date	4
W	you can have it both ways	1
	an easy way out	1
	if I had my way	1
	we're well on the way	1
	all the way down the line	1
	in the Canadian way of life	1
	a* way of life	3
	a way of living	1
	another woman	1
	(all) cheap women	2
	the other woman	5
	the single woman	1
	out of the woodwork	1
	have the last word	1

W but is it really ... well worth looking at	1

TOKENS: 338

TYPES: 271

SECTION C INDEFINITE, INDECISIVE, NEUTRAL REACTION

D	I dare say	1
I	it's probably a good idea	1
K	I don't really know	1
L	if you feel like it	1
	if you like	3
	what you like	1
M	it (really) doesn't* matter (what)	5
	no matter	2
P	is part of it	1
R	all right then	2
W	if you want	1
	this may well be	1
	not wholly in favour of	1
	if you will	1
	if you wish	1

TOKENS: 23

TYPES: 15

SECTION C INTRODUCTORY

A	and in addition (to)	4
	and after that	1
B	in the beginning	1
	to begin with	1
	that brings up the point of	1
C	chances are	1
	there's going to come a time	1
E	as an example of	1
	(like,) for example	37
F	it's fair to say	2
	we've been fortunate enough to	1
	as far as ... (is concerned)	20
I	(take) for instance	11
K	as you* (all)* know	10
	you know very well that	1
L	ladies and gentlemen	1
	let me make my point	1
	and let me mention	1
	let me just tell you that	1
	let's go back to	1
	let's hear about	1
	let's* say	2
	now let's see	1
	let's take an example	1
	let's take the matter of	1
	I'd like (to make a comment)*	6
	the other thing I'd like to say is that	1
	(well) listen	2
	I was listening to something about	1
	I no longer feel that	1
	lookit	2
M	it is not a matter of	1
	by this I mean	1
	it* (just) means (that)	3
N	I notice also	1
P	in the first place	4
	surely, at some point	1
	there's also the point	1
	this is a point that	1
	but the point is that	1
	(this is) the point I'm trying to make	2
	the first point I would like to make	1
	from the* point of view (of)	4
	I'm not quite prepared to say	2

SECTION C INTRODUCTORY (cont'd)

P	the problem really is	1
	let's put it that way	1
Q	it's just a question of	1
R	as I read the Task Force report	1
	there's no reason why	2
S	I* say	4
	(but) I* would* say	14
	as I've* said (before)	4
	(if) you're* (simply) saying	6
	it seems (to me) (that)*	17
	I have something in common with	1
T	I take it that	1
	and from there	1
	here's the thing	1
	the only thing(I know about) is	2
	the surprising thing is that even	1
W	if you want to say	1
	what's more	1

TOKENS: 200

TYPES: 61

SECTION C OFFICIALESE

A	that's really all it amounts to	1
	I'd appreciate it very much	1
B	in the background	1
	adequate administrative backup	1
	I was on a first-name basis with	1
	(there are some good) fringe benefits	2
	people in business	3
	the* (whole) business of	3
C	in charge of (flying)	2
	due to unforeseen circumstances	1
	any comments on that	2
	no comment on that	1
	without any further comments	1
	no comment	1
	have something concrete on the Minister's desk	1
	confusing the issue	1
	correct me if I'm mistaken	1
	at no cost to	1
D	a full day's work	1
	it's not too demanding	1
	under discussion	1
	it's our duty to do this	1
E	earn a reasonable living	1
	earn up to a certain amount	1
	far reaching effects	1
	that kind of evidence	1
	a* classic* example (of)	5
	the added expense of	1
	the fathers of	1
F	should feel thankful that	1
	from the floor	1
	the Task Force	5
G	along a guide line	1
H	I'd be only too happy to	1
	can you hear all right at the back	1
	I heard it first when	1
	I've heard it said that	1
	and hence	1
	here's our next caller	1
I	he as much as implied	1
	(a very great) input of*	2
	now on the first item	1
J	off the job	1
L	just sheer lack of initiave	1
	at large	2
	a lay off	1
	at lunch	1

SECTION C OFFICIALESE (cont'd)

M	made no real attempt	1
	make a small comment on	1
	I would just* like to make a comment on that*	2
	make a kind of policy decision	1
	the everyday working man	1
	money was no object	1
O	it's open to anybody	1
	in the order of	1
	they're paid off overtime	1
P	at par	1
	from both parties	1
	part-time (work with pay)*	3
	out of perspective	1
	we would be most pleased	1
	in my position	1
	some bargaining power	1
	the ongoing program	1
	on* the phone	4
	providing a reasonable living	1
	the general public	1
	in public	2
	put into practice	2
Q	put a* question (back) to	2
	they quote figures	1
R	a ten-dollar raise	1
	raise other points	1
	as you recall	1
	not according to our records	1
	on request	1
S	and it's still very much the same	1
	serving a function	1
	in session	1
	a change in the ... set-up	1
	a reasonable standard of living	1
	from our standpoint	1
	as it now stands	1
	the person on the street	1
	one supposes	1
T	had taken the initiative to speak to	1
	taking concrete action	1
	target date	1
	long term needs	1
	as a long term view	1
	so in the short term	1
	as a number one topic	1

SECTION C OFFICIALESE (cont'd)

T	on the job training	1
W	this wage control thing	1
	by way of	1
	$70 (or $80) a week	3
	a document as weighty as is this report	1
	we would welcome	1
	on welfare	11
	out of work	1
	working to a routine*	2
	into the business world	1
	that might be worth discussing	1

TOKENS: 142

TYPES: 103

SECTION C PAUSE-INTERJECTION

A	I'm afraid	4
	if any	1
	but* anyhow	3
	anyway	12
B	I (don't) believe	17
	and besides that,	1
C	as you call them	1
	in any case	1
E	excuse me	2
F	I* (honestly) feel (that)	20
	I* (don't) figure	2
	(and) I* (don't) find (that)	6
	and furthermore	1
G	I gather	1
	I grant you	1
	(oh) I guess	18
H	hold it!	2
	hopefully	1
I	and incidentally	1
	and as I indicated	1
	in that	5
K	(now) I (don't)* know (that)	38
	we know	1
	you know	200
	you all know	1
L	now look	3
	like a, like a	1
	like (if)	5
M	(so) I* mean	28
	(now)* mind you	5
	just a minute (now)	4
N	if necessary	1
	as necessary as that may be	1
	so now	1
P	pardon me	1
	I presume	2
Q	it's a fair question	1
S	, say,	13
	that is to say	2
	(and) as I* say	9
	if I may say so	1
	I see	4
	(now) you see	23
	as we see it	1
	or something	3
	I said something about	1
	(I'm very) sorry	12
	(but) generally* speaking	4
	(well) I suggest	2

SECTION C PAUSE-INTERJECTION (cont'd)

S	I suppose	7
T	that is,	1
	and then	9
	like thousands of others	1
	or a thousand other things	1
	I think (that)	281
	(and) I don't think (that)	31
	I would* think (that)	4
	(again)* I (just)* think (that)	13
	I'm thinking	1
	we think	7
	you think	1
	there could always be a first time	1
U	(as) I understand (it)	4
	as usual	1
W	wait a minute (now)	7
	(now) wait (a minute)	5
	(and)* by the way	7
	(oh)* well (now)*	340
	as it were	2
	and* what not	2
	I (just) wonder (if)	7
	(and) in other words	8
Y	oh, yes	9

TOKENS: 1219

TYPES: 73

SECTION C PERSONAL OPINION

A	but it appears to me	1
F	I'm very much in favour	1
	I have a feeling	2
H	I'm being perfectly honest about it	1
I	my idea of	1
O	now in my opinion	1
P	my own personal deal	1
	it's my personal opinion that	1
	personally I don't think	1
	I don't see the point in	1
S	your side of the story	1
	and I am sure	1
T	I can't think	1
V	my view is	1
	in my (own) view	3
	(from) my point of view	2
	from my viewpoint	1

TOKENS: 21

TYPES: 17

SECTION C PLACE

TOKENS: 53
TYPES: 26

A	all across Canada	1
C	on the West Coast	1
	stand on street corners	1
D	down and around	1
	down and back	1
	down East	1
	down there	3
H	head back East	1
	(anywhere) around here	2
	from here to there	1
	out here*	5
	over here	1
	up here*	3
	at home	6
	away from home	1
	in the home	1
I	in the West	1
P	all over the place	2
	from place to place	1
	on the prairies	4
S	on the spot	1
T	the edge of town	1
	out of town	3
W	(all) around the world	3
	all over the world*	5
	(the) world over	2

SECTION C QUANTIFICATION

A	a fair amount of	1
	in this* (particular)* area	7
	some of the areas	1
	in one area or another	1
B	on the* basis of*	8
	a (little)* bit (of) (a break)*	22
	a little bit of loose cash	1
C	in a case like this	1
	in all* cases	3
	it's just a case of	2
	that's* (going to be) the case	2
	there are cases when maybe	1
	a couple of children*	5
D	a great deal (more) (of)	17
	a degree of sympathy with	1
	to a significant* degree	3
	with a degree	1
F	(the odd)* few	4
	in the* field (of)	3
H	(but) on* the other hand	9
I	in some* instance(s)	2
	insofar as ... (is concerned)	2
K	(and this*) kind(s) of (thing)*	47
L	at the (design)* level of	6
	statements* like that	4
	things* like this	3
	as little as possible	1
	as long as	4
	a (whole)* lot (of trouble)*	47
	lots (of people)*	7
M	a good many	1
	as much as	1
N	a number (of)	9
O	the odd ones	1
P	a sizable part of	1
	becoming more a part of	1
	on the part of	4
	on their parts	1
	it's part of the reason why	1
	in some parts of	1
R	as a rule	1
S	a (greater) sense of	3
	(so)* in a* sense (that)	14
	in two senses	
	from the other side	

SECTION C QUANTIFICATION (cont'd)

S	on one side or the other	1
	on the other side	1
	so-called (lover)*	5
	(a)* sort(s) of(things)*	59
T	in terms of	24
	between the two of us	1
	in two's or three's	2
	of that type	1
	this type of	3
U	till after midnight	1
W	in a way	4
	in a certain way	1
	in a (very general) way	4
	(in) one way or another	2
	one way or the other	1
	one way is just as bad as the other	1
	the other way	1
	in a personal way	1
	I have problems that way	1
	in some way	6
	in the way of	1
	(and) in many* ways	3
	as a whole	3

TOKENS: 384

TYPES: 68

SECTION C RHETORICAL QUESTIONS

B	do you really believe that	1
D	how am I doing?	1
F	is this fair	1
H	what happens (if)	2
	(so) how about (it)*	5
I	can you imagine	1
	isn't it	1
M	may I just	1
	now what do I mean by that	1
N	wouldn't it be nice if	1
P	what's the point of this though	1
R	is(n't) that right	2
S	is this to say	1
	shall we say	1
	may I suggest that	1
T	you're telling me	2
	now is it not true	1
W	or what	1
	why not	2
	why in the world	1

TOKENS: 28

TYPES: 20

SECTION C   TIME EXPRESSIONS

BEST COPY AVAILABLE

A	about four thirty or five o'clock	1
	in the afternoon	1
	in past ages	1
	a moment* ago	4
	some time ago now	1
	(a couple of) years* ago	5
B	as far back as	1
	(way) back in* the early days	2
	way back about 1943 or so	1
C	for centuries	1
	(in the last) couple of months*	3
	a couple of times	1
D	to date	1
	day to day	1
	all day	1
	every day	1
	in the (older)* days (of)	3
	in these (early) days	4
	the last day but one	1
	most of the day	1
	and the next day	1
	due at five	

E	about the end of August	1
	(and then) in the evenings	2
	for the evening	1
F	from there on to 1951	1
	(hopefully) in the (near) future	2
H	a half an hour or so	1
	at about 85 miles an hour	1
	about 2 hours	1
I	in an instant	1
L	a little later	1
M	in the meantime	1
	about 5 minutes away from	1
	for just a minute	2
	take maybe 2 or 3 minutes	1
	(perhaps) at this* moment	8
	in a (few) moment(s)	3
	in just one moment	1
	for one moment	1
	take a moment	1
	over the past three months	1
	after quite a few months	
	early in the morning	
N	for now	

SECTION C TIME EXPRESSIONS (cont'd)

N	a given number of years	2
O	on Monday	1
	and very often	1
P	from the past	1
	in the past	2
	at present	3
S	very shortly	1
	since the days of	1
	in the springtime	1
T	it's about time	1
	just about the time	1
	time and again	1
	all the time	2
	for all time	1
	of all time	1
	at (the present)* time	34
	by the time	2
	(when) it came time (for)	2
	and during that time	1
	have enough time	2
	every time	1
	for some* time	2
	from time to time	3
	in time	1
	a long time	1
	a lot of time	1
	the men of his time	1
	most of the time	1
	in my mother's time	1
	show up on time	1
	90% of the time	1
	(over a)* period of time	5
	a point in time	1
	we spent some time with	1
	take (a little)* time (out)	4
	there are times (when)	3
	come through time	1
	until such time	1
	tomorrow afternoon	1
W	after the war	2
	about 3 or 4 weeks	1
	a five-day week	1
	40 hours a week	1
	just last week	1
	over the weekend	1
	(for)* a (short)* while	12
	it took quite a while to get	1
	it will be a while yet	1
Y	all year	1
	almost ten years	1

BEST COPY AVAILABLE

SECTION C TIME EXPRESSIONS (cont'd)

in the beginning of the year	1
each year	2
one year earlier	2
by the end of the year	1
the first year	1
around the first of the year	1
the following year	1
(just this) last year	2
for* the last (100)* years	5
7 or 8 years later	1
after so many years	1
in mid year	1
1, 2, 3 or more years	1
in the next few years	1
in no year was that amount spent	1
for (about) 30* years now	2
a year from now	2
once every year	1
the past year	1
over some years	1
over the years	1
down through the years	2
in 5, 10, 15 years' time	1
like yesterday	1

UNCLASSIFIABLES

O^{o}	1930, '30, '30	1
E	even the 1940's*	2
F	for the 1930's	1
	from 1930 on	1
I	in the early 1950's	2
	in the thirties	1
S	since the 1920's* (30's)	3

TOKENS: 232

TYPES: 126

SECTION C VOGUE EXPRESSIONS

BEST COPY AVAILABLE

A	that's so all fired smart	1
B	oh baby	1
	(boy) (oh) boy	4
D	damn it all	1
	a darn thing	1
	it's pretty darn awful*	2
	pretty darn near 30 years ago	1
	how the devil	1
	our drop-out problem	1
E	I'm easy	1
F	kind of fun to	1
	this would be a fun job	1
	it's a funny question	1
G	gee whiz	1
	good God, woman	1
	and God knows	1
	(my) God	4
	for God's sake	1
	well, golly	1
	my goodness (gracious)	2
	any guy	1
	like the guy from	1
	a little bit closer to those big guys	1
H	their* hang-up(s)	3
	why the heck*	2
	(does me) a hell of a (lot of good)	2
	how (in) the H(ell)	3
M	come on, man	1
N	the licence was nerve	1
O	(oh) O.K. (now)	14
	that's O.K. by me	1
	are politically not on	1
P	period	1
R	right-oh	1
T	a terrific method*	2
	(doing) your* own thing	5
W	you're* with it	2
	get with it	1

TOKENS: 71

TYPES: 38

SECTION C MIXED FIXED

BEST COPY AVAILABLE

A	oh, it's all right for her to talk	1
	what do you think's ahead for	1
C	call me	1
	by chance	1
	this comes easy to me	1
	come first	1
	come to understand	1
	this attitude has cost Canadians dearly	1
D	there was quite a depression	1
	what are you going to do about them	1
	do any(thing) good (about)	2
	do something about	2
	do something to	1
F	I felt like it	1
	fend for themselves	1
	read the report in full	1
G	let's just get on with this	1
	get upset	1
	you've got me wrong	1
	go home	1
H	didn't have any idea	1
	have a program on	1
	remember how it goes	1
	I don't know how to put it	1
K	are we just going to keep going	1
L	I've left my name	1
	looks like it	1
M	I've never quite made it	1
	make sure	1
O	one to one	1
	interested in your opinion	1
P	it paid my way	1
R	on (the) radio*	2
	like the rest of the people	1
S	put up for sale	1
	just common sense	1
T	take another look	1
	there was talk of	1
	tell it like it was	1
	when things are good	1
	times have changed considerably	1
U	under attack	1
	I'm not much up on that	1
W	put ... any old way	1

there's something wrong somewhere	1

TOKENS: 48

TYPES: 45

GRAND TOTAL OF TOKENS: 3623

GRAND TOTAL OF TYPES : 1134

LIST 4

FIXED EXPRESSIONS

CLASSIFICATION BY SEMANTIC GROUPINGS

COMPOSITE LIST

Analogy - Contrast

ANY	any more than	2
BACK	back and forth	1
BEGIN	from beginning to end	2
BETTER	better off	4
	any better or any worse	1
BOTH	both good and bad	1
FAR	far less	1
	far more	1
HERE	here and there	2
LESS	less and less	2
	even a little less	1
LONGER	any longer	1
MORE	more or less	23
NEITHER	neither fish nor fowl	1
NOW	now and then	2
OFF	off and on	2
ONE	have one without the other	1
OUT OF	getting more out of it	1
PROS	either the pros or cons to this	1
RIGHT	right or wrong	2
	to the right or to the left	1
SOONER	sooner or later	2

65

Analogy - Contrast (cont'd)

WELL	just as well off	2
WITH	even with ... or without	1

TOKENS: 58

TYPES 23

COMPOSITE - SEMANTIC GROUPINGS

Circumlocutions

AD	ad infinitum	1
ADVANTAGE	to great advantage	1
ANYTHING	or anything else	1
	anything like that	2
AS	as a means of	2
	as when we say to somebody	1
BEST	to the best of my knowledge	1
BY	by just doing this	1
CASE	as the case may be	1
CIRCUMSTANCES	under such circumstances	1
CONTRIBUTE	contribute a lot to	1
COUPLE	I would couple that remark with	1
COURSE	in due course	2
	in the course of (my) work(ing)	2
DEAL	a great deal (of)	2
DIFFICULT	a little difficult to take sometimes	1
EDUCATED	fairly well educated	1
EFFECT	words to that effect	1
ET	et cetera	1
EXCEPT	except to say that	1
FACT	(and) in fact	36
	in actual fact	1
	the fact (of the matter) is (that)	4
	just the fact of	1
	(in spite of)* the fact (that)	8
	(it's a proven)* fact (of life)	5

COMPOSITE - SEMANTIC GROUPINGS

BEST COPY AVAILABLE

Circumlocutions (cont'd)

HAPPEN	I happen to be	1
HONEST	I'll be honest with you	1
HUMAN	this is human nature	1
JUST	had just about enough of	1
	just the idea of	1
	just as soon do this	1
KEEP	in keeping with	1
KNOW	I know for a fact (again)	2
LIKE	like anything else	1
	like everybody	1
	places like that	1
	I wouldn't like to think	1
LOOK	looks upon this as	1
LOT	it's a lot to do with	1
MATTER	(as) a matter of fact*	16
	for that matter	4
MENTION	that you mentioned earlier	1
NATURE	things of this nature	1
NONE	none or at least very few	1
NORMAL	the normal course of events	1
ORDER	in order to	8
OTHER	other than the fact that	1
	in other things ... besides	1
POINT	perhaps the point to make is the fact	1
PRACTICE	it has been the practice to	1

COMPOSITE - SEMANTIC GROUPINGS

Circumlocutions (cont'd)

PROCESS	in the process of	1
PUT	put a lot of time and effort in	1
QUESTION	there is a question (then) of	2
	but the question is	1
	(it) raise(s) (an interesting) question (of)	3
	this raises many questions	1
REASON	for that reason	1
	for a number of reasons	1
REGARD	in regard to	1
	in this* regard	6
RELATION	in relation to	2
RESPECT	in (this)* respect(s)	2
	with respect to	5
REST	and all the rest (of it)	3
RESULT	as a result (of this)	20
SAY	but again, as I say	1
SAKE	for the sake of	1
SEEM	you can't seem to conceive of the idea of	1
SO	so-and-so	4
	doing so and so	1
	and so forth	6
	and so on (and so forth)	33
	so to speak	2

COMPOSITE - SEMANTIC GROUPINGS

Circumlocutions (cont'd)

SOMETHING	(or) something (like that*)	22
	something else	2
	something or other	2
SOMEWHERE	somewhere around here	1
STRESS	the stress should be on	1
SUCCESS	with varying degrees of success	1
SUM	to sum (it) up	2
TAKE	take into consideration	2
TENDENCY	there is a tendency to	1
TERMS	in general terms	2
THAT	all that	1
THING	and another thing	1
	such a thing as this	1
	and all those things	1
	and things like this*	3
	and this, that and the other thing	1
USE	make use of	1
VIEW	in view of (the fact that)	2
WAY	the best way I can answer that is to say this that ...	1
WELL	just* as well as	18
WHATEVER	whatever they call it	1
	or whatever you like	1
	(or) whatever (it was)	7

Circumlocutions (cont'd)

WHAT...HAVE	or what have you	1
WHETHER	whether (they like it) or not	2

TOKENS: 308

TYPES: 99

COMPOSITE - SEMANTIC GROUPINGS

Definite, Decisive, Positive Reaction

AGREE	I agree fully	1
	I (don't) agree (with you)	5
	we all agree	1
	I completely* agree	2
	I couldn't agree more	1
	I'm not in agreement with	1
ASSURE	I can assure you	1
BET	I'll bet there's a way	1
CASE	that* is the case (with)	3
CERTAINLY	well, certainly	1
DEFINITELY	oh* (very) definitely	3
EXCELLENT	yes excellent	1
FACT	this is a fact	1
FAIR	(that's) fair enough	2
FEEL	this made me feel good	1
FINE	(that's)* fine	19
GOOD	(that's* a) good (idea)	4
	very good	2
	it's good for us	1
GRANTED	granted!	2
GREAT	it's been great	1
HAPPEN	I happen to know	1
HELP	this is a big help	1

COMPOSITE - SEMANTIC GROUPINGS

Definite, Decisive, Positive Reaction (Cont'd)

IDEA	a (pretty) good idea	2
MEANINGLESS	it's quite meaningless	1
MEANS	(oh) by all* means	4
MOVE	it's a move in the right direction	1
NOT	that's not so at all	1
OH	oh no	1
ONE	it's A one	1
OPPOSITE	(I'm) just the opposite	3
POINT	(that's) a good* point	6
	that's (precisely)* the* point	4
	this point is well taken	1
QUESTION	there's no question about* that	3
REALLY	really, (it is)	2
	not really	1
REASON	that's the reason for that	1
RIGHT	(yes) (that's)* right	104
	I don't think that's right	1
	that's not right	1
	right, it does	1
	you're (quite) right (on that)	2
	(that's quite)* all right	55
SURE	(oh)* sure	11
	(but) I'm (quite)* sure	9
	(but) I'm not (at all) sure	5
	sure enough	1

Definite, Decisive, Positive Reaction (cont'd)

SURE	it sure is	1
THERE	there it is	1
	there you are	1
TRUE	(yes) that's* (very)* true	23
	the same thing is true	1
TRUTH	nothing could be further from the truth	1
WELL	all well and good	1
	very* well	6
WRONG	and don't get me wrong	1

TOKENS: 314

TYPES: 57

COMPOSITE - SEMANTIC GROUPINGS

Echo - Tag

BELIEVE	I believe so	1
CERTAINLY	certainly it does	1
CORRECT	correct	1
DO	to do so	1
	I really do	1
	did I ever	1
LIKE	I'd like to very much	1
MUST	as it must	1
SO	and becoming more so	1
	we are doing so	1
	very much so	1
	so I said	1
	just say so	1
	I know this to be so	1
	(2500 words) or so	2
	I suppose so	1
	I would say so	1
	so it seems	1
	I (don't) think so	9
	(yes) this is so	3
WELL	as well it should	1
WHICH	which it does*	3
WOULD	it sure would	1

TOKENS: 36

TYPES: 23

COMPOSITE - SEMANTIC GROUPINGS

Emphasis

AGAIN	again and again	1
	never* again	2
AFTER	after all	3
ALL	any ... at all	1
	anything at all	1
	(not) at all	56
	that's all	3
	(that's what it's) all about	4
	all along	1
	all at once	1
	all kinds of (problems)	2
	all over again	5
	(and) all that*	3
	is about all that I can take	1
	all the worst aspects of	1
	all (those things) together	2
	all three of you	1
	all through the province	1
	it's all to the good	1
	it's all up to you	1
ANY	by any means	2
	(from) any point of view	2
	in any way	3
	anywhere	1
APART	apart from that*	2
AS	as is	1

Emphasis (cont'd)

BEHIND	Canada is away behind	1
BELIEVE	believe it or not	2
	believe me	2
BIT	every bit as good as	1
	not a bit	1
COAST	this coast to coast radio special	1
COME	it comes (down) to that	2
CONCENTRATE	concentrate with everything you have	1
CORNER	every corner in this city	1
DOUBT	(and) I doubt it	2
	(there's) no doubt (about that*)	6
	without a doubt	3
EACH	each and every one	1
EFFECT	in effect	7
ELSE	anybody else	1
	more than anything else	1
	or anything else	1
	or else	1
	everything else	2
	like everyone else	1
	someone else	1
	something else	1
	what else is available	1
END	by the end of	1

Emphasis (cont'd)

END	in the end	2
EVEN	(but) even so	2
	even if	11
	and even more	1
EVERYONE	everyone of them	1
EXTENT	to (the full)* extent	5
FAIRNESS	in all fairness	1
FAR	by far	1
FIRST	first of all	14
	at first	4
	his job has to come first	1
	in the first place	1
	right from the first	1
GET	if Canada's to ever get anywhere	1
GIST	the gist of it	1
GO	go on and on	1
GOOD	and all to the good	1
HAND	at first hand	1
HERE	but here again	1
HUNDRED	a hundred and one things	1
IDEA	I don't have any idea of	1
IDEAL	that's the ideal	1
IT	that's it	1
LAST	and last but not least	1
LEAST	(but)* at least	44

COMPOSITE - SEMANTIC GROUPINGS

Emphasis (cont'd)

LEAST	at the very least	1
LET	let alone	1
LIFE	all my life	1
LITERALLY	literally thousands	1
LOOK	it sure looked like	1
LOVE	I would dearly love to	1
MIGHT	might as well	1
MOST	most of all	1
	for the most part	1
MUCH	far too much	1
	it would be a little much	1
	pretty much	1
NEVERTHELESS	nevertheless	1
NEW	a brand new	1
NEXT	and the next thing you know	1
	you'd be next to useless	2
NICKEL	every* nickel	2
NOT	not only	2
NOTHING	nothing to do with (it)	2
OF COURSE	(and then)* of course (not)	150
OFF	and off he went	1
ON	on your* own	16
ONCE	and for once	1
	at once	2
	once you get down to work	1
	once you start	1

COMPOSITE - SEMANTIC GROUPINGS

Emphasis (cont'd)

ONE	the first ones to admit	1
	the good ones	1
ONLY	and not only that	1
	the only thing is that	1
	the only thing I can think of	1
	you're not the only one	1
OTHER	just the other day	1
OUT OF	nine times out of ten	1
OVER	over and above	1
	over and over again	2
OWN	your time is not your own	1
POINT	an excellent, well-taken point	1
	(and) at that* point	9
	(come)* to a* point (where)	4
	get to the point	2
	here's the whole point	1
	no point at all	1
	on this very point	1
	right at that point	1
	that's* the point	4
	to get my* point across	3
	to make this point	1
RATE	at any rate	1
REASONS	one of the reasons	1
RIGHT	right at the beginning	1

Emphasis (cont'd)

RIGHT	right away*	18
	right from one to five	1
	oh, right from the start	1
	right here	2
	right in the middle of	1
	right over	2
	right up at the top of	1
	it's right out of	1
SAKE	for your sake	1
SAY	now say	1
	as you're saying	1
	(so) as I* say	7
SELFISH	it's just plain selfishness for ...	1
SEPARATE	separate and apart from	1
SIDE	on all sides	1
SINGLE	not one single player	1
SO	(and) so	40
	so far	6
	so that (indeed)	42
	so I think (that)	2
SOMETHING	a certain extra something	2
	there's something about	1
SORT	any great sort of	1
	in all sorts of ways	1
SUCH	as such	5

Emphasis (cont'd)

SUCH	such as now	1
	(in a country) such as (this)	4
SURE	their training sure showed	1
TELL	I('ll) tell you (that)	4
THAT	and that's it	1
	but that again	1
	that's that	1
THEN	but then (again)	2
	by then	3
THEREFORE	and therefore	3
THING	exactly the same thing	1
	for one thing	2
	that's one sure thing	1
THIS	(this) to me	4
TIME	for the first time	1
TO-DO	we had a great to-do with it	1
TOP	(coming) on top of (all)	3
TOTAL	in total	1
TROUBLE	going to all that trouble	1
	in real trouble	1
	with no troubles at all	1
UTMOST	of utmost importance	1
WAY	(in) no way (alike)	3
	no other way of	1
WELL	as well	15

COMPOSITE - SEMANTIC GROUPINGS

Emphasis (cont'd)

WHAT	to what effect*	2
	through whatever means	1
	no mention whatsoever	1
WHOLE	on the whole	2
YET	and yet	5
	as yet	2
	not yet	1
	yet, really	1

TOKENS: 692

TYPES: 184

COMPOSITE - SEMANTIC GROUPINGS

Greetings - Closings

AFTERNOON	good afternoon	10
BYE	bye (bye)	8
	good bye	3
DO	yes, please do	1
EVENING	good evening	1
HELLO	hello	3
HOW	how are you	1
	how do you do	1
MORNING	good morning	8
NIGHT	good night	1
THANK	(I'd like to) thank you (very very much) (for the call)	59
	thanks (for the call)	7
WELCOME	welcome to	1
WISH	I wish you luck	1

TOKENS: 105

TYPES: 14

COMPOSITE - SEMANTIC GROUPINGS

Idioms

ALARM	a false alarm	1
BACK	this is back now	1
BAG	it wasn't my bag	1
BASH	bashing your head against the wall	1
BATTLE	this battle going on in my mind	1
BAULK	baulk at the idea	1
BEAR	bear little fruit	1
BEAT	to beat the band	1
BEHIND	I'm behind the eight ball	1
BEST	the best of both worlds	1
BETWEEN	that's between you and the employer	1
BLACKMAIL	this is a form of blackmail	1
BLESS	it'd have been a blessing	1
BLOW	it was quite a blow	1
	there were no blow-ups	1
	the blow may be softened slightly	1
	blow the plant up	1
BOUND	are bound to be over-shadowed	1
	is bound to continue to be	1
BREAD	the bread and butter kind of things	1
BREAK	(to) take a ... break (now)	6
	you just want a break	1
	to break the sound barrier	2
BRING	bring this to fruition	1
	(has) brought home to (me)	2

Idioms (cont'd)

BUG	bug the rooms	1
BUNCH	a new bunch of people	1
BUSH	I'm* (just) bushed	2
BUY	I don't buy that	1
BY	by and large	2
CALL	call a halt	1
	close calls	1
CARRY	a carry-over from	1
	to carry the load	1
CATCH	(we're) catching it	2
CEILING	low ceilings	1
CHANCE	chance entered the picture	1
CHICK	some old chick	1
CIRCLE	your circle of friends	1
CLOCK	the clock is going round and round	1
CLOSE	a close face-to-face relationship	1
	close to my heart	1
	something that's closer to home	1
	who's very close to this matter	1
COG	cog in the machine	1
COME	come hell or high water	1
	come in contact with	1
	come off second best	1
	come out about the same	1
	come out on top	1

Idioms (cont'd)

COME	came up with some pretty searching questions	1
COPY	a carbon copy of the (U.S.)*	2
COST	costs are rising	1
DAWN	it finally dawns on me	1
DEAD	be seen dead	1
	become deadwood	1
DEEP	that's a little deep for you	1
DISCUSS	to discuss something around the dinner table	1
DOWN	a little down on men	1
DRAG	a bit of a drag	1
DRAW	draw the line on	1
DRESSING	just window dressing	1
DROP	drops everything	1
DUST	all the dust-ups over ...	1
EAR	have the ear for (it)	2
	I had no ear at all	1
	it's just my ear	1
	if you have an ear for	1
	kind of strain your ear	1
	my ears stick up	1
	you're out on your ear	1
EARLY	early to bed and early to rise	1
END	the flying end	1

COMPOSITE - SEMANTIC GROUPINGS

Idioms (cont'd)

ERA	the model "T" era	2
ESTIMATE	as a rough estimate	1
FACE	let's face it	4
	in face-to-face situations	1
	('re)* faced with	5
	that does not face the facts	1
	we'd better face that fact	1
FALL	to fall in love	1
FASHION	after a fashion	1
FED	was ... fed up with	1
FEEL	feel (quite) free to	3
	get a feel of their operations	1
FENCE	on both sides of the fence	1
FIGHT	fighting for their life	1
FIGMENT	a figment of the imagination	1
FINISH	they're finished	1
FLIGHT	by gravy flights I mean ...	1
FLOW	in the* flow (of conversation)	2
FLUX	in a state of flux	1
FOLLOW	following the line of least resistance	1
FOOT	foot the bill	1
	on their true footing	1
FORCE	force ... down ... throat	1
FUTURE	the future looks bright	1

COMPOSITE - SEMANTIC GROUPINGS

Idioms (cont'd)

GAME	a young man's game	2
GET	we're not getting anywhere	1
	get a half decent education	1
	to get my feet wet	1
	get (things) going	2
	why would this rumour get going	1
	you've* (got) everything* going (for you)	3
	to get in on it	1
	get in touch with	1
	trying to get into shape	1
	trying to get into tune	1
	get off the line	1
	get our hands on	1
	once they get the message	1
	get them out of my hair	1
	get to the bottom	1
	get to a point	1
GIVE	gives it a voice	1
	give me the blast	1
GO	as you go along	1
	going along ... for the ride	1
	to go back to square one	1
	go into action	1
	and everything that goes with it	1
	go through all the red tape	1
	go out the window	1

COMPOSITE - SEMANTIC GROUPINGS

Idioms (cont'd)

GO	steady going	1
GRANDSTAND	a sort of grandstand surgeon	1
GRAPE	it's just sour grapes	1
GROUND	on that ground	1
	they were grounded immediately	1
HAND	at hand	1
	in the hands of	2
	go out of hand	1
HANG	hanging fire	1
HARP	get harping about	1
HAVE	I have a hunch	1
	have ... in common with	1
	have the heart	1
	I'd had it	1
	to have taste	1
HEAD	where they are heading	1
HEART	in (to) the heart of (the thing)	2
HELTER	going helter skelter	1
HIT	a hit and miss (affair)	2
	it hit me like a ton of bricks	1
	hit him over the head	1
HOLD	hold his own	1
	let's hold it every month	1
HOME	home breakers	2
	and I'm home free	1

COMPOSITE - SEMANTIC GROUPINGS

Idioms (cont'd)

HOOK	I was hooked	1
HUNG	you get hung up on little words	1
KEEP	keep busy	1
	keeps an eye on	1
	keeping your hand in	1
	keeping him in line	1
	keep in touch (with)	2
	keep me out of trouble	1
	keep the wheels turning	1
KICK	kick (them) in the pants	2
KILL	can kill it	2
KNOCK	you can knock people's heads together	1
LABEL	people put labels on one another	1
LAY	lay his record on the line	1
	lay it at the feet of the monarch	1
	laying the ground work	1
LET	and then let you alone	1
	and just let it drop	1
	to let that go by	1
LEVEL	at all levels	2
	the most hard pressed level	1
	you want me to level with	1
	what level are you on	1
LIFE	(it's) a* good life	2
	for the life of me	1
	life style	1

COMPOSITE - SEMANTIC GROUPINGS

Idioms (cont'd)

LIFE	that's the life we live	1
LIGHT	in the light of	1
	considered in a different light	1
LIKE	go on like a jack hammer	1
LINE	I was in line for	1
	a few of my best lines	1
	along (the same)* lines (of)	4
	different lines	1
	(keep) in line with	3
	in some of the same lines	1
	(in their own) line of work	3
	out of line	1
	pursue their own line	1
	(put) on the line	2
	right up the line	1
LIVE	live by it	1
	going to live the language	1
LOOK	a close look	1
	an overall look at things	1
	the everyday business of looking after	1
LONG	over the long haul*	2
LOOSE	on the loose	1
LOSE	(you) lose (a bit of) ground	2

COMPOSITE - SEMANTIC GROUPINGS

Idioms (cont'd)

LOST	he was completely lost	1
LOW	he's low class	1
	low class is low class	1
LUKEWARM	sort of lukewarm towards it	2
MAKE	we make a big case for	1
	make a break with the past	1
	make the grade	1
	we're making headway	1
	make a mess of	1
	never* going to make it	3
	make my move	1
	you can't make a purse ... out of a sow's ear	1
	make sense	1
	make me sick	3
MASTER	master of his fate	1
MEND	mend some political fences	1
MINCE	minced no words	1
MIND	their minds go blank	1
	(that) come to mind	2
	keep an open mind on this	1
	make up their mind	2
	in the minds of	2
	have* (that)* in mind	14
	out of his mind	1

COMPOSITE - SEMANTIC GROUPINGS

Idioms (cont'd)

MIND	in my (own) mind	5
	to speak your mind	1
MISS	missing the point	1
MOOD	in the mood	1
MOONLIGHT	from the moonlight and roses bit	1
MOVE	the first move	1
	to move on a thing like this	1
	it's going to apparently move the government much more deeply into the control of	1
	moving from one side to the other	1
MOUTH	waiting with their mouth open	1
NAME	the name of the game	1
	they name names	1
NERVE	their nerves get a little bit edgy	1
NIP	nip it in the bud	1
NUTSHELL	all in a nutshell	1
OFF	a little off-balance	1
	not off-hand	1
OLD	(the high priests)* of old	2
ONE	a one-sided affair	1
OPEN	for opening the north country	1
PACKAGE	it's a package	1
PAD	sort of a lauching pad	4

COMPOSITE - SEMANTIC GROUPINGS

Idioms (cont'd)

PALE	pale(s) into insignificance	3
PART	part of the French side of things	1
	a real parting of the ways	1
PASS	pass the hat around	1
PAT	pat (them) on the back	3
PAY	are ... paying the* shot for	3
PENDULUM	the pendulum swings	1
PHRASE	that phrase is very catchy	1
PICK	it's easy to pick and choose	1
PICTURE	the hockey picture	1
	it's a typical picture	1
PILE	cost you a pile more	1
	piles and piles of immigrants	1
PLAY	play a game	1
PLUM	getting all the plums	1
POINT	the point of no return	1
	come to the boiling point	1
	point the finger of scorn at	1
POUND	pound my chief's desk	1
POWER	in power	1
PRESS	he presses the button	2
	pressures of work	1
PROBLEM	a problem we all have to face	1
PURSE	the public purse	1
PUT	put their heart and feeling into it	1
	put this idea across	1

COMPOSITE - SEMANTIC GROUPINGS

Idioms (cont'd)

PUT	putting his finger on	1
	put into action	1
QUESTION	out of the question	1
QUITE	we have quite a ways to go	1
RAISE	raise ... extra money	1
REAL	in real life	2
RIGHT	right at this stage	1
ROLE	a role to play	1
	in such a role	1
ROUND	when the second round came	1
ROWS	there were no big rows	1
RUB	rub shoulders with	1
RUN	the Vancouver-Victoria run	1
	a real good run-around	1
	in the normal run of	1
	in the short run	2
	to be run by the best brains of	1
	to run our own city	1
	time is running out	1
	running the language school	1
	idea of running a course	1
SAVE	this saved the day	1
SCARE	scared stiff	1
	scare you to death	1
SCHOOL	a school of thought	1
SCRATCH	is that from scratch	1

COMPOSITE - SEMANTIC GROUPINGS

Idioms (cont'd)

SCRATCH	scratching the land	1
SEAT	it is the seat of the national government	1
SECOND	second rate	1
	I'll second that	1
SET	to set the stage	1
SHARP	we were sharper than	1
SHOE	now the shoe's on the other foot	2
SHORT	(are)* (very) short-lived	2
SHOT	a shot-gun approach	1
SHOW	maybe your (failure) is showing	1
	a grand showpiece	1
SHRUG	shrugged his shoulders	1
SICK	sick to my gut	1
SIDE	just a side comment on	1
SLIP	slipping a little	1
SNAP	a snap election	1
SOMETHING	something in black and white	1
	something's gone sour	1
SOMEWHERE	somewhere near the Hill	1
SOUND	this idea should be a sound one	1
SPARK	sparked interest	1
SPEED	just about my speed	1
STAGE	at (the early)* stage(s) (of the game)	4
STAKE	the stakes are tremendously high	1
	(more than jobs) at stake	3

Idioms (cont'd)

START	start from scratch	3
STAY	like staying in shape	1
STEER	must steer clear of	1
STEM	stems from the fact	1
STEP	that steps be taken by	1
	one or two steps away from	1
STICK	stick to what you're being taught	1
	stick strictly to the lesson	1
STOP	we can't stop the clock	1
STORE	what's in store	1
STRAW	the straw that breaks the camel's back	1
STRETCH	enough at one stretch	1
STRIKE	and then suddenly it strikes me	1
	how does that kind of idea strike you	1
STRING	with no strings attached	1
STRONG	some pretty strong things to say about	1
STYLE	the American style of life	1
SURFACE	(what) on the surface('d be)	2
SWALLOW	swallow my pride	1
SWEAR	swearing her head off	1
TAKE	to take a chance on my French	1
	just take it as it comes	1
	this is a little hard to take	1

COMPOSITE - SEMANTIC GROUPINGS

Idioms (cont'd)

TAKE	it takes a pretty big hunk out of the day	1
	taking a person that's completely green	1
	taking a free ride	1
	take more of a back seat	1
	he took a slap at the Establishment	1
	we've taken steps to strengthen	1
	taking* (the) time to	2
	take his word for it	1
	to take the words out of your mouth	1
	takes a ... view on	1
	(on)* takeoff	3
	a wholesale takeover	1
	you got lots of takers?	1
TASTE	I have a bad taste in my (memory)	1
TELL	tell him to get lost	1
	I'll tell you God's honest truth	1
TEND	I would tend to give it a shot	1
TEST	the acid test is	1
THROUGH	am I through	2
THRUST	thrust into our laps	1
TIME	a good time	2
	on his* own time	4
	putting in time	2
TOKEN	by the same token	1
TOP	the top dogs	1
	top speed of	1

COMPOSITE - SEMANTIC GROUPINGS

Idioms (cont'd)

TOP	on top of that	1
TOY	I toyed with the idea	1
TRACK	the right track	1
TRADE	I wouldn't trade places	1
TRAFFIC	whatever the traffic would bear	1
TRAMPLE	trampling all over religious rights as well	1
TREAT	treating poor people like dogs	1
TRIANGLE	the eternal triangle	5
TRIP	on a bad trip	1
TRY	try and get someone	1
TWIST	(a bit of)* a new twist	2
UP	now I know what you're up against	1
	you're up the creek	1
	(bring this)* up to date	5
	by updating	1
	no upstanding firm	1
	using this as a stepping stone	1
WALL	I was just about climbing up the wall	1
	I could crawl up the wall	1
	drive you up the wall	1
WASTE	it's a waste of time	1
WAY	way ahead	1
	(there's)* no* way around (it)*	4
	an easy way out	1
	all the way down the line	1
	(in the Canadian)* way of life	4

Idioms (cont'd)

WAY	you can have it both ways	1
	if I had my way	1
	a way of living	1
	we're well on the way	1
WOMAN	another woman	1
	(all) cheap women	2
	the other woman	5
	the single woman	1
WOOD	out of the woodwork	1
WORD	have the last word	1
WORK	you've some bugs to work out	1
WORTH	but it is really well worth looking at	1

TOKENS: 530

Types: 407

COMPOSITE - SEMANTIC GROUPINGS

Indefinite, Indecisive, Neutral Reaction

ABOUT	about one of the best opportunities	1
	about one in seventeen	1
DARE	I dare say	1
GENERAL	in general	8
INTEREST	it's been interesting	1
IDEA	it's probably a good idea	1
IT	that was probably it	1
KIND	kind of like to	2
KNOW	I don't really know	1
LIKE	if you feel like it	1
	if you like	6
	what you like	1
MATTER	it (really) doesn't* matter (what)	5
	no matter	2
PART	is part of it	1
REALLY	I really can't say	1
RIGHT	all right then	2
	that's just about right	4
SENSE	in a sense	2
WANT	if you want	2
WELL	this may well be	1
WHOLLY	not wholly in favour of	1
WILL	if you will	3
WISH	if you wish	2

TOKENS: 51

TYPES: 24

COMPOSITE - SEMANTIC GROUPINGS

INTRODUCTORY

ADDITION	(and)* in addition (to this)	8
AFTER	and after that	1
AS	as it is now	1
ASHAMED	I'm ashamed to say	1
BEGIN	in the beginning	1
	to begin with	1
BRING	that brings up the point of	1
CHANCE	(but) chances are (that)	2
COME	there's going to come a time	1
	I'm coming right around to	1
EXAMPLE	as an example of	1
	(like) for example	63
FAIR	it's fair to say	3
FAR	as far as ... (I'm* concerned)	39
	so far as	3
FORTUNATE	we've been fortunate enough to	1
HAPPENS	it happens that	1
INSTANCE	(take) for instance	24
KNOW	(now) as you* (all) know	10
	you know very well that	1
LADIES	ladies and gentlemen	1
LET	let me make my point	1
	let me mention	1
	let me put forward	1
	let me say	1

COMPOSITE - SEMANTIC GROUPINGS

Introductory (cont'd)

LET	let me just tell you that	1
	let's go back to	1
	let's hear about	1
	let's* say	5
	(now) let's see	2
	let's take an example	1
	let's take the matter of	1
LIKE	I'd like (to make a comment)*	6
	the other thing I'd like to say is that	1
LISTEN	(well) listen	2
	I was listening to something about	1
LONGER	I no longer feel that	1
LOOK	lookit	2
MATTER	it's (not) (just) a matter of	4
MEAN	(now) by that* I mean	2
	It* (just) means (that)	4
	what I meant	2
MIND	what we have in mind	1
NOTICE	I notice also	1
PLACE	in the first place	5
POINT	I don't see any point	1
	surely, at some point	1
	there's also the point	1
	this is the point that	1
	but the point is that	1

COMPOSITE - SEMANTIC GROUPINGS

Introductory (cont'd)

POINT	(this is) the point I'm trying to make	3
	the first point I would like to make	1
	the point I'd like to stress	1
	(from) the* point of view (of)	28
PREPARED	I'm not quite prepared to say	2
PROBLEM	the problem really is	1
PUT	to put it crudely	1
	to put it in a different way	1
	I put it to you (another way)	2
	let's put it that way	1
QUESTION	it's just a question of	1
READ	as I read the Task Force report	1
REASON	there's no reason why	2
RIGHT	given the right kinds of opportunities	1
SAY	as I've* said (before)	5
	they* (don't) say	11
	(as) I* would* say	37
	what I would say	1
	what you're saying (then) (is)	2
	(if) you're* (simply)* saying	8
	the government says	1
SEEM	(now) it seems (to me) (that)*	25
	it doesn't seem to me	1
SO	so long as	1
SOMETHING	I have something in common with	1

COMPOSITE - SEMANTIC GROUPINGS

Introductory (cont'd)

START	for a start	1
TAKE	take for example,	1
	I take it (that)	3
	take a language*,	2
	take myself as an example	1
	take a person born ...,	1
THERE	and from there	1
THING	here's the thing	1
	the only thing (I know about) is	2
	the surprising thing is that even	1
	I think the thing is that	1
WANT	if you want to say	1
WHAT	what's more	1
WHEREAS	whereas (now)*	5

TOKENS: 379

TYPES: 89

COMPOSITE - SEMANTIC GROUPINGS

Officialese

ADVANCE	in advance	1
AGENDA	on the* agenda	8
AMOUNT	that's really all it amounts to	1
APPRECIATE	I'd appreciate it very much	1
ASSISTANCE	of great assistance	2
AWAY	(are) away on French	3
BACK	in the background	1
	adequate administrative back-up	1
BASIS	I was on a first-name basis with	1
BENEFITS	(there are some good) fringe benefits	2
BRANCH	in my own branch	1
BUSINESS	people in business	3
	the* (whole) business of	3
CHARGE	in charge of (flying)	2
CIRCUMSTANCE	due to unforeseen circumstances	1
COFFEE	at coffee	1
COMMENT	any comments on that	2
	no comment on that	1
	(without any further) comments	2
CONCENSUS	there's a concensus of opinion	1
CONCRETE	have something concrete on the Minister's desk	1
CONFUSE	confusing the issue	1
CORRECT	correct me if I'm mistaken	1
COST	at no cost to	1

COMPOSITE - SEMANTIC GROUPINGS

Officialese (cont'd)

COURSE	on the* course(s)	9
	a little crash course	1
DAY	I find the day far too long	1
	a full day's work	1
	I'd much prefer to see a shorter day	1
DEMAND	it's not too demanding	1
DISCUSS	under discussion	1
DURESS	under duress	1
DUTY	it's our duty to do this	1
EARN	earn a reasonable living	1
	earn up to a certain amount	1
EFFECT	far reaching effects	1
END	to this end	1
EVIDENCE	that kind of evidence	1
EXAMPLE	a* classic* example (of)	6
EXPENSE	the added expense of	1
	at my own expense	1
FATHER	the fathers of	1
FEEL	should feel thankful that	1
FREEZE	the staff freeze	2
FLOOR	from the floor	1
FORCE	the Task Force	5
GO	go from the general to the particular	1
	goes very much against the system	1
GUIDE	along a guide line	1

Officialese (cont'd)

HAPPY	I'd be only too happy to	1
HEAR	can you hear all right at the back	1
	I heard it first when	1
	I've heard it said that	1
HENCE	and hence	1
HERE	here's our next caller	1
IMPLIED	he as much as implied	1
IN	in-depth study	2
	(a very great) input of*	2
ITEM	now on the first item	1
OFF	off the job	1
LACK	just sheer lack of initiative	1
LARGE	at large	2
LAY	a lay-off	1
LEAVE	leave of absence	1
LUNCH	at lunch	1
MAKE	made no real attempt	1
	to make a comment or two	1
	I would just* like to make a (small) comment on that	3
	make a kind of policy decision	1
MAN	the everyday working man	1
MONEY	money was no object	1
OBJECT	what's the object of the exercise	1
OCCASION	have the occasion	1

COMPOSITE - SEMANTIC GROUPINGS

Officialese (cont'd)

OFF	(in their)* off period	2
	off season	1
OFFICE	at the office	1
ON	on the board	1
	on the outside	1
OPEN	it's open to anybody	1
ORDER	in the order of	1
OVER	they're paid-off overtime	1
PAPER	on paper	1
PAR	at par	1
PARTY	from both parties	1
PART-TIME	part-time (work with pay)*	3
PAY	I'm getting full pay	1
PERIOD	question and answer period	1
PERSPECTIVE	out of perspective	1
PHONE	over* the phone	5
PLEASE	we would be most pleased	1
POSITION	in my position	1
POWER	some bargaining power	1
	the powers that be	1
PRACTICE	in practice*	3
PRESENCE	in the presence of	1
PROBLEM	a practical day-to-day problem	1
PROGRAM	the ongoing program	1
PROJECT	on a project	1

COMPOSITE - SEMANTIC GROUPINGS

Officialese (cont'd)

PROVIDE	providing a reasonable living	1
PUBLIC	the general public	1
	in public	2
PUT	put into practice	2
QUESTION	it is questionable whether	1
	put a* question (back) to	2
QUOTA	on (a production) quota	2
QUOTE	they quote figures	1
RAISE	a ten-dollar raise	1
	raise other points	1
READ	to read a paper	1
RECALL	as you recall	1
RECORD	not according to our record's	1
RED	in jeopardy of being red-circled	1
REQUEST	on request	1
SAME	and it's still very much the same	1
SERVE	serving a function	1
SERVICE	coming into service	2
SESSION	in session	1
SET-UP	a change in the ... set-up	1
	in the original set-up	1
SHOP	in our shop	1
SIT	the work sits there	1
SLACK	a slack period	3
STAFF	on staff	19

Officialese (cont'd)

STAND	let their names stand	1
	as it now stands	1
	a reasonable standard of living	1
	from our* standpoint	2
STREET	the person on the street	1
SUPPOSE	one supposes	1
TAKE	had taken the initiative to speak to	1
	taking concrete action	1
TARGET	target date	1
TERM	long term needs	1
	as a long term view	1
	so in the short term	1
TIME	on (the) company time	4
	on one's own time	1
	it's too time-consuming	1
TOPIC	as a number one topic	1
TRAINING	on-the-job training	1
WAGE	this wage control thing	1
WAY	by way of	1
WEEK	$70 (or $80) a week	3
WEIGHTY	a document as weighty as is this report	1
WELCOME	we would welcome	1
WELFARE	on welfare	11
WORK	a full day's work	2
	out of work	1

Officialese (cont'd)

WORK	working to a routine*	2
WORLD	into the business world	1
WORTH	that might be worth discussing	1

TOKENS: 244

TYPES: 151

COMPOSITE - SEMANTIC GROUPINGS

Pause - Interjection

AFRAID	I'm afraid (that)	5
ANY	if any	3
	but* anyhow	3
	anyway	15
AS	as a matter of fact	2
ASSUME	I assume	1
AT	at any rate	1
BELIEVE	(yes) I (don't) believe	27
BESIDES	and besides that,	1
CALL	as you call them	1
CASE	in any case	1
EXCUSE	excuse me	5
FEEL	I*('d) (honestly)* feel (that)	33
FIGURE	I* (don't) figure	2
FIND	(and) I* (don't) find (that)*	29
	I found out that	1
FEAR	for fear of	1
FURTHERMORE	and furthermore	1
GATHER	I gather	1
GRANT	I grant you	1
GO	go on	1
GUESS	(oh) I (would)* guess	28
HOLD	hold it!	2
HOPEFULLY	hopefully	1
IMAGINE	I (should)* imagine	7

Pause - Interjection (cont'd)

INCIDENTALLY	and incidentally	1
INDICATE	and as I indicated	1
INSTANCE	in the initial instance	1
IN THAT	in that	7
KNOW	(oh,)* I (really)* (don't)* know (that)	96
	we (all) know	3
	you know	364
	you all know	1
	you don't know	1
LIKE	like (if)	7
	like a like a	1
LOOK	(now) look	4
MEAN	(oh)* you* mean	41
MIND	(now)* mind you	16
MINUTE	just a minute (now)	4
NECESSARY	as necessary as that may be	1
	if necessary	1
NOW	so now	1
PARDON	pardon me	1
POINT	it might be a good point to mention	1
	just a small point	1
POSSIBLE	now this is possible	2
PRESUME	I presume	3
QUESTION	(this is) a (very) fair question	3
QUITE	quite frankly	1

Pause - Interjection (cont'd)

SAY	(for), say, (five or six hours a day)	1
	say (in Quebec*)	54
	(and) as I* say	9
	(take), say, (an hour and a half out of the day)	1
	that is to say	2
	if I may say so	1
	I said something about	1
SEE	(but) see	3
	(oh) I see	23
	(oh) I could* see	3
	I don't see	1
	(so)* you see	44
	as we see it	1
SOMETHING	or something	3
SORRY	(I'm very) sorry	21
SPEAK	speaking of	1
	(but) generally* speaking	9
SUGGEST	(well) I suggest	2
SUPPOSE	I suppose	14
SUSPECT	I rather suspect	3
THAT	that is,	5
	that's all	1

COMPOSITE - SEMANTIC GROUPINGS

Pause-Interjection (cont'd)

THEN	and then	22
THINK	I think (that)	574
	(and) I don't think (that)	65
	no. I think (that)	3
	I would* think (that)	13
	(again)* I (just)* think (that)	21
	I'm thinking	1
	we think	7
	you('d) think	7
THOUSAND	like thousands of others	1
	or a thousand other things	1
TIME	there could always be a first time	1
UNDERSTAND	(as) I understand (it)	9
	I don't understand that	1
USUAL	as usual	1
WAIT	(now) wait (a minute)	5
	wait a minute (now)	7
WAY	(and) by the way	7
WELL	(oh)* well (now)*	512
WERE	as it were	2
WHAT NOT	(and)* what not	6
WONDER	I (just) wonder (if)	13
WORDS	(and) in other words (perhaps)	28
YES	oh,* yes	13

TOKENS: 2,259

TYPES: 96

COMPOSITE - SEMANTIC GROUPINGS

Personal Opinion

AGAINST	if you're against* it	2
ANYWAY	for me anyway	1
APPEAR	but it appears to me	1
FAVOUR	I'm very much in favour	1
FEEL	I have a feeling	2
FIND	so you find that	1
FOR	what you're for	1
HONEST	I'm being perfectly honest about it	1
IDEA	my idea of	1
OPINION	(now) in my* opinion	4
	it's my personal opinion that	1
PERSONAL	my own personal deal	1
	personally I don't think	1
POINT	I made it a point	1
	I don't see the point in	1
SIDE	your side of the story	1
SURE	and I'm sure	1
THINK	I can't think	1
VIEW	my view is	1
	in my (own) view	4
	(from) my (personal) point of view	7
	that's my point of view	1
	from my viewpoint	1

TOKENS: 37

TYPES: 23

COMPOSITE - SEMANTIC GROUPINGS

Place

ACROSS	all across Canada	1
AROUND	around the house	1
BACK	back at the shop	1
COAST	on the West Coast	1
CORNERS	on street corners	1
DOWN	down and around	1
	down and back	1
	down East	1
	down there	3
FROM	I'm from St. Catherines	1
HEAD	head back East	1
HERE	(anywhere) around here	2
	from here to there	1
	out here*	6
	over here	3
	up here*	7
HOME	at home	12
	back home	2
	away from home	2
	get home	1
	go home	1
	in the home	1
IN	in and around Cornwall	1
	in the West	1
LIVE	living right in	1

Place (cont'd)

OUT	out West	1
PLACE	all over the place	2
	from place to place	1
PRAIRIES	on the prairies	4
RESIDENCE	in residence	1
SPOT	on the spot	1
STREET	in the street	1
	on the street	2
TOWN	the edge of town	1
	in town here	1
	out of town	4
WHERE	where I come from	3
WORLD	(all) around the world	3
	all over the world*	5
	(the) world over	2

TOKENS: 86

TYPES: 40

COMPOSITE - SEMANTIC GROUPING

Quantification

AFRAID	a little afraid of	1
AMOUNT	a (certain)* amount of	5
	in a given amount of time	1
AREA	in this* (particular)* area	9
	some of the areas	1
	in one area or another	1
BASIS	on the* basis (of)*	19
BIT	a (little)* bit of (loose cash)*	60
BORING	a little boring after a while	1
CASE	in a case like this	1
	in (almost all)* cases	5
	in (my)* (own)* case	15
	it's just a case of	2
	that's* (going to be) the case	2
	there are cases when maybe	1
COUPLE	a couple of steps*	6
DEAL	a great deal (more) (of)	22
	deal a great deal with	1
DEGREE	a degree of sympathy with	1
	to a significant* degree	3
	to some degree	1
	with a degree	1
EACH	each of these	1
END	at the* end (of)	2
	at the other end	1
ENOUGH	far enough advanced	1

Quantification (cont'd)

EVERYONE	just about everyone	1
EVERYTHING	just about everything	1
FAR	too far off	1
FEW	(the odd)* few	4
FIELD	in the* field(s) (of)	5
FOLLOW	follow certain words	1
GOOD	they were good enough	1
HAND	on the one hand	1
	(but) on* the other hand	18
IN	in some* instance(s) (really)	3
	insofar as ... (is concerned)	8
KIND	(and this*) kind(s) of (thing)*	95
LEVEL	at the (design)* level (of)	6
LIKE	people* like this*	6
	statements* like that	4
LIST	on your list	1
LITTLE	as little as possible	1
	little by little	1
	very little, if any	1
LONG	as long as	17
	so long as	3
LOT	a (whole)* lot (of trouble)*	73
	(quite) a lot (more)	4
	lots (of people)*	7
MANY	a good many	1

COMPOSITE - SEMANTIC Groupings

Quantification (cont'd)

MUCH	(just) as much as (possible)	3
	so much so (that)	1
	that much	1
NEITHER	neither one way nor the other	1
NOW	as it is now	1
NUMBER	a (certain)* number (of other areas)	15
ONE	one or two out of nine	1
	the odd ones	1
	one by one	1
	with one or the other	1
	(for) one (reason) or another	2
	from one to the other	1
OWN	on his* own	2
PART	as a part of	1
	(the basic)* part(s) of	6
	becoming more a part of	1
	to be part of	2
	for my own part	1
	in part	1
	in some* parts of	2
	on the part of	5
	on their* part(s)	3
	it's part of the reason why	1
PEOPLE	people of a certain age	1
PERSON	persons ... of my age	1
POSITION	in (the same)* position	6

COMPOSITE - SEMANTIC GROUPINGS

Quantification (cont'd)

POSITION	some such positions	1
RECORD	on the records	1
RULE	as a rule	1
SENSE	(so in the)* sense (that)	21
	a (greater) sense of	3
	in its broader sense	1
	in two senses	1
SIDE	on one* side	2
	on the English side	1
	from the other side	1
	on one side or the other	1
	on the other side	1
SO	so-called (lover)*	5
	so many years	1
SOMETHING	it had something to it	1
SORT	(a)* sort(s) of (thing)*	103
	(in)* some sort of (a way)*	3
STRIP	on the film strips	1
SUBJECT	(from reading) on the subject	2
TERM	in terms of	26
TWO	between the two of us	1
	in two's or three's	2
TYPE	of (that)* type	2
	this type of	3
	(a)* type(s) of (thing)*	6

Quantifications (cont'd)

UNTIL	till after midnight	1
WAY	in (such) a way	10
	in a certain way	1
	in another way	1
	in this (very) (general) way	6
	just the way	1
	(in) one way or another	4
	one way or the other	3
	the other way	1
	one way is just as bad as the other	1
	in a personal way	1
	I have problems that way	1
	in the same way	1
	in some (other) way	7
	in the way of	1
	in a two-way fashion	1
	(and) in many* ways	3
WHOLE	as a whole	3

TOKENS: 728

TYPES: 120

COMPOSITE- SEMANTIC GROUPINGS

Rhetorical Questions

ALL ABOUT	what's it all about	1
BELIEVE	do you really believe that	1
DO	how am I doing	1
FAIR	is this fair	1
HAPPEN	what happens (if)	2
HOW	(so) how about it*	5
IMAGINE	can you imagine	1
IS	isn't it	1
LIFE	and this is the life, eh	1
MAY	may I just	1
MEAN	now what do I mean by that	1
NICE	wouldn't it be nice if	1
POINT	what's the point of this though	1
RIGHT	is(n't) that right	5
SAY	is this to say	1
	shall we say	3
	would you say	2
SEE	would you see	2
SO	is that so	3
SUGGEST	may I suggest that	1
TELL	you're telling me?	2
THINK	would* you think so*	5
TRUE	now is it not true	1
WHAT	what do they call it	1
	or what	2

COMPOSITE - SEMANTIC GROUPINGS

Rhetorical Questions (cont'd)

WHY	why in the world	1
	why not	2

TOKENS: 49

TYPES: 27

COMPOSITE - SEMANTIC GROUPINGS

Time Expressions

ABOUT	about four-thirty or five o'clock	1
	about 2 years or so	1
AFTERNOON	in the afternoon	1
AGE	in past ages	1
AGO	a moment* ago	4
	(a couple of) years ago	6
	about a year and a half ago	1
	a hundred years ago or so	1
	(that was quite) a while ago	2
	some time ago now	1
BACK	as far back as	1
	(way) back in* the early days	2
	way back about 1943 or so	1
CENTURY	for centuries	1
COUPLE	(for just) a couple of hours*	4
	(in the last) couple of months	3
DATE	to date	1
DAY	day to day	2
	all day	1
	every day	1
	a full day	3
	a half day	2
	an hour a day	2
	half days	2

COMPOSITE - SEMANTIC GROUPINGS

Time Expressions (cont'd)

DAY	six* hours a day	2
	on day to day use of	1
	the last day but one	1
	in the (older)* days (of)	3
	in these (early) days	4
	two a day	1
	the other half a day	1
	most of the day	1
	and the next day	1
	yeah, the other day	1
DUE	due at five	1
END	about the end of August	1
EVENING	(and then) in the evening(s)	3
	for the evening	1
FALL	this coming fall	1
	in the fall of 1967	1
FIRST	the first of July	1
FOREVER	almost forever	1
FROM	from eight-thirty to five	2
	from morning to night	1
	from nine to five	1
	from there on to 1951	1
FUTURE	(hopefully) in the (near) future	2

Time Expressions (cont'd)

HOUR	(for)* half an hour (or so)	2
	at about 85 miles an hour	1
	at the end of half an hour	1
	about two hours	1
INSTANT	in an instant	1
LATER	later on	6
	a little later	1
MEANTIME	in the meantime	1
MIDDLE	from the middle of August to about the end of ...	1
MINUTE	about 5 minutes away from	1
	by the minute	1
	for just a minute	2
	take maybe 2 or 3 minutes	1
MOMENT	(perhaps) at this* moment	13
	in a (few) moment(s)	4
	in just one moment	1
	for one moment	1
	take a moment	1
MONTH	over the past 3 months	1
	after quite a few months	1
MORNING	early in the morning	1
NIGHT	at night(s)	3
	working night & day	2
NOW	for now	1

COMPOSITE - SEMANTIC GROUPINGS

Time Expressions (cont'd)

NUMBER	a given number of years	2
	for a number of weeks*	2
OFTEN	and very often	1
ON	on Monday	1
ONCE	once a week	3
PAST	from the past	1
	in the past	3
PRESENT	at (the) present	4
RIGHT	right from one to five	1
	right now	1
SUDDEN	all of a sudden	2
SERVICE	25 years of service	1
SHORTLY	very shortly	1
SINCE	since the days of	1
SPRING	in the spring time	1
TIME	after the last time around	1
	all the time	11
	as time goes on	1
	at (the present)* time(s)	72
	by the* time	8
	come through time	1
	during that time	1
	every time	1
	for all time	1
	for some* time	3
	from time to time	8

COMPOSITE - SEMANTIC GROUPINGS

Time Expressions (cont'd)

TIME	have enough time to	2
	it's about time	1
	it's as good a time now	1
	just about the time	1
	(quite) a long time	2
	a lot of time	1
	the men of his time	1
	most of the time	1
	(so that) in time	2
	in my mother's time	1
	of all time	1
	(show up) on time	2
	(over a)* period of time	9
	90 per cent of the time	1
	a point in time	1
	at that point of time	1
	since that time	1
	some time in August	1
	we spent some time with	1
	take (a little)* time (out)	4
	there are times (when)	5
	time and (time) again	2
	until such time	1
	until the time comes	1
	(when) it comes* time (for)	4

Time Expressions (cont'd)

TOMORROW	tomorrow afternoon	1
WAR	after the war	2
WEEK	about 3 or 4 weeks	1
	a five-day week	1
	40 hours a week	1
	just last week	1
WEEKEND	over the weekend	1
WHILE	(for)* a (short)* while	13
	it took quite a while to get	1
	it will be a while yet	1
YEAR	all year	1
	2 or 3 years after that	1
	almost ten years	1
	in the beginning of the year	1
	years behind me	1
	each year	2
	one year earlier	2
	by the end of the year	1
	the first year	1
	around the first of the year	1
	the following year	1
	(just this) last year	2
	for* the last (100)* years	5
	7 or 8 years later	1
	after so many years	1

COMPOSITE - SEMANTIC GROUPINGS

Time Expressions (cont'd)

YEAR	in mid year	1
	nine months a year	1
	1, 2, 3 or more years	1
	in the next few years	1
	in no year was that amount spent	1
	for (about) 30* years now	2
	a year from now	2
	once every year	1
	the past year	1
	over some years	1
	down through the years	2
	in 5, 10, 15 years' time	1
	over the years	1
YESTERDAY	like yesterday	1
UNCLASSIFIABLES	1930, '29, '30	1
	even the 1940's*	2
	for the 1930's	1
	from 1930 on	1
	in the early 1950's	2
	in the thirties	1
	since the 1920's* (30's)	3

TOKENS: 381

TYPES: 168

COMPOSITE - SEMANTIC GROUPINGS

Vogue Expressions

ALL	that's so all fired smart	1
BABY	oh baby	1
BOY	and boy! that's ...	1
	(boy) (oh) boy	4
CHRIST	for Christ's sake	1
CUT	I'm going to cut this guy's water off	1
DAMN	damn it all	1
	make damn sure	1
	if he was told he had to, he was damned if he was going to	1
DARN	it's pretty darn awful*	2
	pretty darn near 30 years ago	1
	you're darn right	1
	a darn thing	1
	so darn many things	1
DEVIL	how the devil	1
DROP-OUT	our drop-out problem	1
EASY	I'm easy	1
FUN	kind of fun to	1
	this would be a fun job	1
	it was funny	1
	it's funny you should say that	1
	it's a funny question	1
GEE	gee whiz	1
GOD	good God, woman	1

COMPOSITE - SEMANTIC GROUPINGS

Vogue Expressions (cont'd)

GOD	and God knows	1
	(my) God	4
	for God's sake	1
GOLLY	well, golly	1
GOODNESS	my goodness (gracious)	2
GUY	any guy	1
	like the guy from	1
	a little bit closer to those big guys	1
HANG-UP	their* hang-up(s)	3
HELL	Hell! of course	1
	(does me)* a hell of a (lot of good)*	3
	get them the hell out of here	1
	I'm going to go to hell	1
	how (in) the H(ell)	3
	what the hell!	4
	to hell with this place	1
IN	and another method is in	1
INTAKE	on intake	1
JEEZ	jeez, that made me feel good	1
	by jeez	1
LORD	Lord knows what it was	1
MAN	come on, man	1
MAXIMUM	about ten students maximum	1
NATURAL	it just comes natural	1
NERVE	the licence was nerve	1

COMPOSITE - SEMANTIC GROUPINGS

Vogue Expressions (cont'd)

OH	oh my!	1
O.K.	(oh) O.K. (now)	14
	that's O.K. by me	1
ON	are politically not on	1
OUT	and that method is out	1
PERIOD	period	1
RIGHT	right-oh	1
TERRIFIC	a terrific method*	2
THING	(doing) your* own thing	5
WITH	you're* with it	2
	get with it	1

TOKENS: 96

TYPES: 60

COMPOSITE - SEMANTIC GROUPINGS

Mixed Fixed

ALL	oh, it's all right for her to talk	1
AHEAD	what do you think's ahead for	1
BETWEEN	in between	1
CALL	call me	1
CHANCE	by chance	1
COME	this comes easy to me	1
	come first	1
	come to understand	1
COMMAND	to have a command of	1
COST	this attitude has cost Canadians dearly	1
DEPRESSION	there was quite a depression	1
DO	what are you going to do about them	1
	do any(thing) good (about)	2
	do as you say	1
	do something about	2
	do something to	1
EASE	feel at ease with	1
EXPENSE	going to go to the expense of	1
FEEL	I felt like it	1
FEND	fend for themselves	1
FULL	read the report in full	1
GET	let's just get on with this	1
	get upset	1
	you've got me wrong	1
	go home	1

Mixed Fixed (cont'd)

HAVE	didn't have any idea	1
	I don't have it	1
	have a program on	1
HOW	remember how it goes	1
	I don't know how to put it	1
KEEP	are we just going to keep going	1
LEAVE	I've left my name	1
LOOK	looks like it	1
LOT	it's a lot easier said than done	1
MAKE	I've never quite made it	1
	make sure (that)	2
NEWS	do you have any news on that	1
ON	on film*	2
ONE	... it's one thing ... it's another	1
	(a) one to one (relationship)*	3
OPINION	interested in your opinion	1
OUT OF	to get anything* out of it	2
PAY	it paid my way	1
RADIO	on the radio*	4
REST	like the rest of the people	1
SALE	put up for sale	1
SCREEN	on the screen	1
SENSE	just common sense	1
TAKE	take another look	1
	it'd take a pretty good man	1

COMPOSITE - SEMANTIC GROUPINGS

Mixed Fixed (cont'd)

TALK	there was talk of	1
TELL	tell it like it was	1
THING	when things are good	1
THROUGH	had gone through the same thing	1
TIME	times have changed considerably	1
UNDER	under attack	1
UP	I'm not much up on that	1
WAY	put ... any old way	1
	when you put it that way	1
	that's* the way (it goes)*	3
	they just do things their own way	1
WORTH	worth doing	1
WRONG	there's something wrong somewhere	1

TOKENS: 75

TYPES: 63

GRAND TOTAL TOKENS: 6,428

GRAND TOTAL TYPES: 1,668

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

THE IMPORTANCE OF FIXED EXPRESSIONS IN ORAL SPONTANEITY

When you put it that way, to my mind, we're just
putting words in their mouths, so to speak..

VOLUME III

Glenn Barker

Helen Sorhus

DIRECTORATE OF STUDIES

STAFF DEVELOPMENT BRANCH

PUBLIC SERVICE COMMISSION

ED 201 837

STAFF DEVELOPMENT BRANCH

PUBLIC SERVICE COMMISSION

OTTAWA

REPORT SUBMITTED MARCH 1972

REVISED JANUARY 1975

APPENDIX

BEST COPY AVAILABLE

	VOLUME	TAPE 17A--20A	TAPE 17B--20B	TAPE 21A--24A	TAPE 21B--24B	SECT. A	SECT. B	SECT.'s AB	SECT. C	COMPOSITE ABC
TAPING PROCEDURE	II p. 170									
SYNECTIC WORKSHOP	II p. 177									
SEMANTIC GROUPINGS	II					LIST 1 p.191	LIST 2 p.216		LIST 3 p.235	LIST 4 p.270
KEY WORD	III							LIST 5 p.346	LIST 6 p.354	LIST 7 p.362
TWO WORD VERBS	III	LIST 8 p.374	LIST 9 p.376	LIST 10 p.378	LIST 11 p.380	LIST 12 p.382	LIST 13 p.385		LIST 14 p.388	LIST 15 p.394
BE PLUS ADJUNCT	III					LIST 16 p.402	LIST 17 p.403		LIST 18 p.404	LIST 19 p.405
FREQUENCY OF F.E.'s	III					LIST 20 p.406	LIST 21 p.412		LIST 22 p.417	LIST 23 p.424
FREQUENCY OF 2 W.V.'s	III					LIST 24 p.435	LIST 25 p.441		LIST 26 p.447	LIST 27 p.457
COMBINED F.E.'s	IV					LIST 28 p.472	LIST 29 p.478		LIST 30 p.482	
EXAMPLE F.E.'s	IV									LIST 31 p.497
EXAMPLE 2 W.V.'s	IV									LIST 32 p.522
EXAMPLE BE +	IV									LIST 33 p.528
CATALOGUE OF F.E.'s	IV									LIST 34 p.530
CALCULATIONS	IV p. 593									

FIXED EXPRESSIONS

FORMAL-INFORMAL KEY-WORD LIST

SECTIONS A & B

ABOUT

all about	1	
about a year and a half ago	1	
about ... one in seventeen	1	
about ... one of the best opportunities	1	
about (two years) or so	1	
about ten students maximum	1	
about the same*	1	7

AFTER

after all	1	
a little bit boring after a while	1	2

ALMOST

almost for ever	1	1

ALONG

all along	1	
along (the same)* lines	2	3

AROUND

to discuss something around the dinner table	1	
around the house	1	2

AS

as far as ... (be concerned)	18	
just about as far as you can go	1	
as it is now	1	
(now) as you know	1	
as little* as possible	3	
as long as	13	
as a matter of fact*	6	
as a means of	2	
as a result (of this)	16	
as I* say	6	
as when we say to somebody	1	
as I have said before	1	
would just as soon do this	1	
as such	1	
such as (now)	2	
as I understand	1	
as well	9	
as well as	12	
as yet	1	96

AT

at all	36
anything at all	1
no point at all	2
that's not so at all	1
with no trouble at all	1

FORMAL-INFORMAL KEY-WORD (cont'd)

AT (cont'd)

right at the beginning	1	
at coffee	1	
feel at ease with	1	
at (the)* end (of)	3	
at first	1	
at hand	1	
(I'm not living)* at home	6	
(so) at least	31	
at the moment	5	
at night (s)	3	
all at once	1	
at the office	1	
at (one)* time(s)	37	
at my own expense	1	
right at (some)* point (of time)	4	
at the present	1	
back at the shop	1	
at that stage of the game	2	
enough at one stretch	1	143

BEHIND

years behind me	1	1

BETWEEN

in between courses	2	2

BY

by Jeez	1	
little by little	1	
by any means	2	
by the minute	1	
one by one	1	
by that* time	6	12

FOR

for about another 25 minutes	1
for Christ's sake	1
for example	27
for fear of	1
for half an hour	1
for instance	13
for the life of me	1
for that matter	2
for me anyway	1
for a couple of minutes	1
for a number of (reasons)*	3
for my own part	1
for the most part	1
for that reason	1
for the sake of	1
for a start	1
for too long a time	1

BEST COPY AVAILABLE

FOR (cont'd)

for that period of time	1	
for some time	1	60

FROM

I'm from St Catherines	1	
from about the middle of August to about the end of	1	
from morning till night	1	
from one (side)* to the other	2	
from (a personal)* point of view (of)	19	
from scratch	1	
from my standpoint	1	
right from the start	1	
from time to time	5	
(right) from (eight-thirty) to (five)	3	35

IN/INTO

in about March or April	1
but in addition (to this)	4
in advance	1
in this area	2
in between	1
in between courses	2
something in black and white	1
(and) in (almost all)* cases	18
take into consideration	2
in the fall of 1967	1
in the flow of conversation	1
in the course of my work	1
in due course	1
it's a move in the right direction	1
in effect	1
in the evening	1
in fact	8
in the fall of	1
in a two-way fashion	1
in that field	1
in particular field	1
in the first place	2
in a flow	1
in general	8
in the heart of the thing	1
in the initial instance	1
in some instances	2
in the light of	1
in line with	1
right in the middle of	1
in my (own)* mind	3
in mind	9
in a few moments	1

BEST COPY AVAILABLE

FORMAL-INFORMAL KEY-WORD (cont'd)

IN/INTO (cont'd)

in the mood	1	
in (my)* opinion	3	
in part	1	
in other parts of	1	
in the past	1	
in your point of view	1	
in a* position	6	
in practice	1	
in the presence too of	1	
in the process of	1	
in that* regard	2	
in residence	1	
in many respects	1	
in its broader sense	1	
in the* sense that*	8	
in the original set-up	1	
in our shop	1	
in spite of the fact	1	
in the early stages	1	
in the street	1	
in (general)* terms (of)	3	
in that	2	
in theory	2	
in a given amount of time	1	
so that in time	1	
in total	1	
in town here	1	
in my view	1	
in a* way	10	
in no way alike	1	
in my own bumbling way	1	
in a short while	1	
in other words (perhaps)	20	162

JUST

just about climbing up the wall	1	
just about enough of	1	
just about everything	1	
just about my speed	1	
just about right	4	
just take it as it comes	1	
just the idea of	1	
just the other day	1	11

LIKE

like	1	
like last night	1	
(in a school)* like this*	4	
(or) something like this*	10	16

OF

of a certain age	2	
all of a sudden	2	

FORMAL-INFORMAL KEY-WORD (cont'd)

OF (cont'd)

of great assistance	2	
(and then)* of course (not)	50	
first of all	6	
of utmost importance	1	
instead of	1	
of this kind	1	
most of all	1	
of some sort	1	
of this type	1	68

ON

on our* agenda	8	
on the* basis (of)*	11	
on the board	1	
on the* company time	4	
on the* course (s)	7	
on film/radio/television	3	
on the filmstrips	1	
(away)* on French	5	
on the other* hand	10	
on intake	1	
later on	4	
on the line	1	
on your list	1	
on the outside	1	
on his* own	6	
on one's* own time	5	
on paper	1	
on my* part	3	
on a production quota	1	
on a project	1	
on your quota	1	
on the records	1	
on the screen	1	
on (the English)* side	3	
on staff	19	
on the street	2	
on the subject	2	
what on the surface'd be	1	
with everything down on tape	2	
on time	1	
on the whole	1	109

OUT

an hour and a half out of the day	1	
out of line	1	
one or two out of nine	1	
out of the question	1	
out of town	1	5

OVER

over a (long)* period (of time)	2	
over the phone	1	
over the long run	1	4

FORMAL-INFORMAL KEY-WORD (cont'd)

SO

(and) so	8	
to do so	1	
(but) even so	2	
so far (as)	7	
and so on and so forth	4	
so you find that	1	
I know this to be so	1	
so long as	3	
so much so that	1	
and so on	13	
(a hundred years ago)* or so	3	
so as I say	1	
I would say so	1	
so you see	1	
so to speak	2	
so that	8	
is that so	2	
so darn many things	1	
so I* think (that)	2	
would you think so	1	
yes this is so	1	
just lives so many years	1	67

THROUGH

all through the province	1	1

TO

to the best of my knowledge	1	
day to day (problem)*	3	
to some degree	1	
to what effect	1	
to this* end	2	
face to face (relationship)*	2	
eight-thirty* to five*	2	
(this) to me	3	
one to one (hammering experience)	2	
to the point that*	2	
the words to the song	1	
here to there	1	21

UNDER

under duress	1	1

UP

you're up the creek	1	
drive you up the wall	1	2

WITH/WITHOUT

without a doubt	1
waiting with their mouths open	1
with one or the other	1
have one without the other	1
parallel with	1

FORMAL-INFORMAL KEY-WORD (cont'd)

WITH/WITHOUT (cont'd)

with respect to	1	
with varying degrees of success	1	7

Subtotal: 838

FIXED EXPRESSIONS

FORMAL-INFORMAL KEY-WORD LIST

KIND OF, SORT OF, TYPE OF

KIND OF

(and that)* kind of (thing)*	57

SORT OF

(and that)* sort of (thing)*	48

TYPE OF

this type of thing	2	107

Total: 945

FIXED EXPRESSIONS

MEDIA KEY-WORD LIST

SECTION C

ABOUT

about two hours	1	
let's hear about	1	
how about	4	
about 5 minutes away from	1	
there's something about ...	2	
about (3 or 4 weeks)*	3	12

ACROSS

all across Canada	1	1

AFTER

after all	2	
after a fashion	1	
and after that	1	
after the war	2	
after a while	2	
after so many years	1	9

ALMOST

almost ten years	1	1

ALONG

along a guideline	1	
along the guidelines of	2	3

AROUND

around the first of the year	1	
(anywhere) around here	2	
(all) around the world	3	6

AS

as you call them	1
as a rough estimate	1
as far as ... (be concerned)	15
as far back as	1
as good as	1
as I indicated	1
as is	1
as you know	5
as we* (very well)* know	4
as little as possible	1
as long as	4
as a matter of fact*	8
as much as implied	1
as it must	1
as a number-one topic	1
as you recall	1
as a result (of)	3
as I* ('ve) said (before)	3
(but again) as I* say	7
as we see it	1
as it now stands	1
as such	4
as I understand it	1
as usual	1
as a long-term view	1

AS (cont'd)

as well	9	
might as well	1	
as well it should	1	
as well as	5	
as weighty as	1	
as necessary as that may be	1	
as it were	1	
(taken) as a whole	3	
as yet	1	92

AT

(not)* at all	18	
at the back	1	
at first	3	
at first hand	1	
at home	4	
at large	2	
at (the very) least	11	
at (all)* level(s) (of)	7	
at lunch	1	
at about 85 miles an hour	1	
(perhaps) at the* moment	7	
at once	2	
(and)* at this* point	8	
at present	1	
at any rate	1	
at that stage	1	

AT (cont'd)

at stake	3	
at the* time	28	
at the top of	1	
at two thirty	1	102

BETWEEN

between the two of us	1	
that's between you and the employer	1	2

BY

by chance	2	
by the end of (the year)	2	
by the fact that	1	
by far	1	
by and large	2	
(oh) by all* means	4	
by then	2	
by this I mean	1	
by the time	1	
by the same token	1	
by way of	1	
(and)* by the way	7	25

DESPITE

despite the fact that	1	1

MEDIA KEY-WORD LIST (cont'd)

DOWN

down and around	1	
down and back	1	
down East	1	
down there	3	6

DURING

and during that time	1	1

FOR

for centuries	1	
that's a little deep for you	1	
for the evening	1	
for example	30	
I know for a fact (again)	2	
for instance	9	
for that matter	2	
for one moment	1	
for now	1	
for once	1	
for your* sake	2	
for sale	1	
for all time	1	
when it came time for ...	1	
for (a brief period of)* time	3	
for one thing	1	
for (the next little)* while	6	
for the last hundred* years (now)	4	
for about thirty years now	1	69

FROM

apart from (the fact)*	2	
right from the first	1	
from the floor	1	
from here to there	1	
from both parties	1	
from the past	1	
from place to place	1	
from my point of view	1	
from our standpoint	1	
from time to time	3	
nothing could be further from the truth	1	
and from there	1	
from my viewpoint	1	
a year from now	2	18

IN/INTO

put* into action	2
in addition to	3
in past ages	1
in other* area(s)	9
in one area or another	1
in the background	1
people in business	3
in any* case	2
in charge of flying*	2
in common with	2

MEDIA KEY-WORD LIST (cont'd)

IN/INTO

in the course of working	1
in a country such as this	1
in the last couple of months	1
in due course	1
in the* days (of)	6
in effect	6
in the end	1
(and then) in the evenings	2
(and) in (actual) fact	24
(not wholly)* in favour (of)	2
in the* field (of)	3
in full	1
in the near future	1
in the hands of	2
in the other hand	1
in an instant	1
in most instances, really	1
in keeping with	1
thrust into our laps	1
in real life	2
in line with*	3
in some of the same lines	1
in the meantime	1
in mid-year	1
in (the)* minds(s) (of)	7

IN/INTO (cont'd)

in (a few)* moment(s)	4
early in the morning	1
(now) in my* opinion	2
in the order of	1
a kick in the pants	1
in (some) parts of (the world)	1
in the first place	3
in my position	1
in power	1
put into practice	2
in regard to	1
in this regard	3
in relation to	2
in this respect	1
in such a role	1
in the short run	2
in a* sense (that)*	14
in session	1
in something or other	1
what's in store	1
in terms of	24
in general terms	1
in that	5
in (5, 10, 15 years') time	2
keep in touch with	1

MEDIA KEY-WORD LIST (cont'd)

IN/INTO (cont'd)

in real trouble	1	
in view of (the fact that)	2	
in my (own) view	3	
in (a certain)* way (of)	19	
in one way or another	1	
(and) in many* ways	3	
in the West	1	
in the last little while	1	
once in a while	2	
in other words	7	
in no year was that amount spent	1	
in the early nineteen fifties	2	
in the thirties	1	219

LIKE

like everyone else	1	
anything* like that*	4	
it hit me like a ton of bricks	1	6

OF

(and then)* of course (not)	100	
of that kind	1	
I know Ron of old	1	
of all time	1	103

ON

on a late afternoon	1	

ON (cont'd)

on the* basis (of*)	8	
on the Minister's desk	1	
on their true footing	1	
on that ground	1	
(but) on the other hand	8	
now, on the first item	1	
on the line	2	
on my* own	8	
on the* part (of)	4	
on the 'phone	2	
on this very point	1	
on the Prairies	4	
stand on street corners	1	
on one side or on the other	1	
on both sides of the fence	1	
on the spot	1	
on the surface	1	
on time	1	
on top of (that)*	3	
on a bad trip	1	
we're well on the way	1	
on welfare	10	
on the West coast	1	
on the whole	1	65

OUT

out here	1	

MEDIA KEY-WORD LIST (cont'd)

OUT (cont'd)

out on your ear	1	
out of my hair	1	
out of his mind	1	
out of perspective	1	
out there (someplace)	3	
out of town	1	
went out the window	1	
out of the woodwork	1	
out of work	1	12

OVER

over the long haul	1	
over here	1	
over the phone	1	
over a (20-year) period of time	3	
over the weekend	1	
the world over	1	
over (the last 5)* year(s)	3	11

SINCE

since the 1880's*	2	2

SO

(and) so	21	
I believe so	1	
so-called	3	
so far	2	
and so forth	2	

SO (cont'd)

a half hour or so	1	
so you mean	1	
and becoming more so	1	
very much so	1	
so now	1	
and so on	14	
if I may say so	1	
so in that sense	1	
I suppose so	1	
so in the short term	1	
so that (indeed)	22	74

THROUGH

through whatever means	1	1

TO

to great advantage	1	
to the full extent	1	
to some* degree	3	
to a point	1	6

UNDER

under attack	1	
under discussion	1	2

UP

up here	1	
up to a point	1	
up there	2	
up to date	4	8

MEDIA KEY-WORD LIST (cont'd)

UNTIL		
till after midnight	1	1
WITH/WITHOUT		
with a degree	1	
with respect to	4	
with no strings attached	1	
without any further comments	1	7

Subtotal: 865

FIXED EXPRESSIONS

MEDIA KEY-WORD LIST

KIND OF, SORT OF

KIND OF

(and that)* kind of (thing)*	43

SORT OF

(and that)* sort of (thing)*	51 94

Total: 959

LIST 7

FIXED EXPRESSIONS

COMPOSITE KEY-WORD LIST

SECTIONS A, B, C

ABOUT

about (two hours)* (of so)*	6	
about ... one in seventeen	1	
about ... one of the best opportunities	1	
about 5 minutes away from	1	
about ten students maximum	1	
about the same*	1	
all about	1	
how about	4	
let's hear about	1	
there's something about	2	19

ACROSS

all across Canada	1	1

AFTER

after all	3	
after a fashion	1	
and after that	1	
after the war	2	
(a little bit boring) after a while	3	
after so many years	1	11

ALMOST

almost for ever	1	
almost ten years	1	2

ALONG

along a guideline	1	
along the guidelines of	2	
along (the same)* lines	2	
all along	1	6

AROUND

to discuss something around the dinner table	1	
around the first of the year	1	
(anywhere) around here	2	
around the house	1	
(all) around the world	3	8

AS

as you call them	1
as a rough estimate	1
as far as ... (is concerned)	33
just about as far as you can go	1
as far back as	1
as good as	1
as I indicated	1
as is	1
as it is now	1
(now) as you know	6
as we* (very well)* know	4

COMPOSITE KEY-WORD (cont'd)

AS (cont'd)

as little* as possible	4	
as long as	17	
as a matter of fact*	14	
as a means of	2	
as much as implied	1	
as it must	1	
as a number-one topic	1	
as you recall	1	
as a result (of this)	19	
as I *('ve) said (before)	4	
(but again) as I* say	13	
as when we say to somebody	1	
as we see it	1	
as it now stands	1	
would just as soon do this	1	
as such	5	
such as (now)	2	
as I understand (it)	2	
as usual	1	
as a long-term view	1	
(might) as well	19	
as well it should	1	
as well as	17	
as weighty as	1	
as necessary as that may be	1	
as it were	1	
(taken) as a whole	3	
as yet	2	188

AT

(not)* at all	57
that's not so at all	1
with no trouble at all	1
at the back	1
right at the beginning	1
at coffee	1
feel at ease with	1
at the* end (of)	3
at first	4
at hand	1
at first hand	1
(I'm not living)* at home	10
at large	2
(so) at (the very) least	42
at (all)* level(s) (of)	7
at lunch	1
at about 85 miles an hour	1
(perhaps) at the* moment	12
at night(s)	3
at the office	1
(all) at once	3

COMPOSITE KEY-WORD (cont'd)

AT (cont'd)

at my our expense	1	
(and)* at (some)* point (of time)	12	
at (the) present	2	
at any rate	1	
back at the shop	1	
at that stage (of the game)	3	
at stake	3	
at (the)* time(s)	65	
at the top of	1	
enough at one stretch	1	
at two-thirty	1	245

BEHIND

years behind me	1	I

BETWEEN

in between courses	2	
between the two of us	1	
that's between you and the employer	1	4

BY

by chance	2	
by the end of (the year)	2	
by the fact that	1	
by far	1	
by Jeez	1	
by and large	2	

BY (cont'd)

little and little	1	
(oh) by all* means	6	
by then	2	
by this I mean	1	
by the minute	1	
one by one	1	
by the* time	7	
by the same token	1	
by way of	1	
(and)* by the way	7	37

DESPITE

despite the fact that	1	I

DOWN

down and around	1	
down and back	1	
down East	1	
down there	3	6

DURING

and during that time	1	I

FOR

for about another 25 minutes	1	
for centuries	1	
for Christ's sake	1	
that's a little deep for you	1	
for the evening	1	

COMPOSITE KEY-WORD (cont'd)

FOR (cont'd)

for example	57
I know for a fact (again)	2
for fear of	1
for half an hour	1
for instance	22
for the life of me	1
for that matter	4
for me anyway	1
for a couple of minutes	1
for one moment	1
for now	1
for a number of (reasons)*	3
for once	1
for the most past	1
for my own part	1
for that reason	1
for the sake of	1
for your* sake	2
for sale	1
for a start	1
for all time	1
when it came time for	1
for too long a time	1
for (a brief period of)* time	4
for some time	1

FOR (cont'd)

for one thing	1	
for (the next little)* while	6	
for the last hundred* years (now)	4	
for about 30 years now	1	129

FROM

from about the middle of August to about the end of	1
apart from (the fact)*	2
from both parties	1
from the floor	1
from here to there	1
from morning till night	1
from one (side)* to the other	2
from the past	1
from (a personal)* point of view (of)	20
from my viewpoint	1
from place to place	1
right from the first*	2
I'm from St-Catherines	1
from scratch	1
from my* standpoint	2
from time to time	8
nothing could be further from the truth	1
and from there	1

COMPOSITE KEY-WORD (cont'd)

FROM (cont'd)

a year from now	2	
(right) from (eight-thirty) to (five)	3	53

IN/INTO

in about March or April	1
put* into action	2
(but) in addition (to this)	7
in advance	1
in past ages	1
in one area or another	1
in other* area(s)	11
in the background	1
in between	1
in between courses	2
something in black and white	1
people in business	3
(and) in (almost all)* cases	20
in charge of flying*	2
taken into consideration	2
in common with	2
in due course	2
in the course of (my work)*	2
in a country such as this	1
in the last ocuple of months	1
in the* days (of)	6

IN/INTO (cont'd)

it's a move in the right direction	1
in effect	7
in the end	1
(and then) in the evening(s)	3
(and) in (actual) fact	32
in the fall of (1967)	2
(not wholly)* in favour (of)	2
in a two-way fashion	1
in the* field(s) (of)	5
in the first place	2
in the* flow (of conversation)	2
in full	1
in the near future	1
in general	8
in the hands of	2
in the other hand	1
in the heart of the thing	1
in (most)* instance(s), (really)	4
in an instant	1
in keeping with	1
thrust into our laps	1
in real life	2
in the light of	1
in line with*	4

COMPOSITE KEY-WORD (cont'd)

IN/INTO (cont'd)

in some of the same lines	1
in the meantime	1
right in the middle of	1
in mid year	1
in (the)* mind(s) (of)	19
in the mood	1
early in the morning	1
(now) in (my)* opinion	5
in the order of	1
a kick in the pants	1
in part	1
in (some) parts of the (world)	2
in the past	1
in the first place	3
in your point of view	1
in (my)* position	7
in power	1
(put) in (to) practice	3
in the presence, too, of	1
in the process of	1
in regard to	1
in (that)* regard	5
in relation to	2
in residence	1

IN/INTO (cont'd)

in (many)* respect(s)	2
in such a role	1
in the short run	2
in its broader sense	1
in (the)* sense (that)*	22
in session	1
in the original set-up	1
in our shop	1
in something or other	1
in spite of the fact	1
in the early stages	1
what's in store	1
in the street	1
in (general)* terms (of)	28
in that	7
in theory	2
in (a given amount of)* time	3
so that in time	1
keep in touch with	1
in total	1
in town here	1
in real trouble	1
in view of (the fact that)	2
in my (own) view	4
in (a certain)* way (of)	29

COMPOSITE KEY-WORD (cont'd)

IN/INTO (cont'd)

(and) in many* ways	3	
in no way alike	1	
in my own bumbling way	1	
in one way or another	1	
in the West	1	
in the last little while	1	
once in a while	2	
in a short while	1	
in other words (perhaps)	27	
in no year was that amount spent	1	
in the early nineteen fifties	2	
in the thirties	1	381

JUST

just about climbing up the wall	1	
just about enough of	1	
just about everything	1	
just about my speed	1	
just about right	4	
just take it as it comes	1	
just the idea of	1	
just the other day	1	11

LIKE

like everyone else	1	
like (last night)	2	

LIKE (cont'd)

anything* like that*	4	
(in a school)* like this*	4	
(or) something like this*	10	
it hit me else a ton of bricks	1	22

OF

of a certain age	2	
all of a sudden	2	
of great assistance	2	
(and then)* of course (not)	150	
first of all	6	
of utmost importance	1	
instead of	1	
of this* kind	2	
most of all	1	
I know Ron of old	1	
of some sort	1	
of all time	1	
of this type	1	171

ON

on our* agenda	8	
on the* basis (of)*	11	
on the board	1	
on the West coast	1	
on (the)* company time	4	
on the* course(s)	7	

ON (cont'd)

on the minister's desk	1
on television*	3
on the* filmstrip(s)	1
on their true footing	1
(away)* on French	5
on that ground	1
(but) on the other* hand	18
on intake	1
on the first item	1
later on	4
on the line	3
on your list	1
on the outside	1
on my* own	14
on one's* own time	5
on paper	1
on the* part (of)	7
on the phone	2

ON (cont'd)

on this very point	1
on the Prairies	4
on a production quota	1
on a project	1
on your quota	1
on the records	1
on the screen	1
on (the English)* side	3
on both sides of the fence	1
on one side or on the other	1
on the spot	1
stand on street corners	1
on the street	2
on the subject	2
(what) on the surface ('d be)*	2
with everything down on tape	2
on time	2
on top of (that)*	3

ON (cont'd)

on a bad trip	1	
on top of (that)*	3	
we're well on the way	1	
on welfare	10	
on the whole	2	174

OUT

out here	1	
an hour and a half out of the day	1	
out of my hair	1	
out of line	1	
out of his mind	1	
one or two out of nine	1	
out of perspective	1	
out of the question	1	
out of town	2	
out of the woodwork	1	
out of work	1	
out on your ear	1	
out there (someplace)	3	
went out the window	1	17

OVER

over the long hand	1	
over here	1	
over a (long)* period (of time)*	5	
over the phone	2	

OVER (cont'd)

over the long run	1	
over the weekend	1	
the world over	1	
over (the last 5)* year(s)	3	15

SINCE

since the 1880's*	2	2

SO

(and) so	29	
I believe so	1	
so-called	3	
to do so	1	
(but) even so	2	
so far (as)	9	
and (so on and)* so forth	6	
so you find that	1	
I know this to be so	1	
so long as	3	
so you mean	1	
and becoming more so	1	
so much so that	1	
very much so	1	
so now	1	
and so on	27	
(a half hour)* or so	4	
so as I say	1	

COMPOSITE KEY-WORD (cont'd)

SO (cont'd)

(if) I (may)* say so	2	
so you see	1	
so in that sense	1	
so to speak	2	
I suppose so	1	
so in the short term	1	
so that (indeed)	30	
is that so	2	
so darn many things	1	
so I think (that)	2	
would you think so	1	
yes this is so	1	
just lives so many years	1	141

THROUGH

all through the province	1	
through whatever means	1	2

TO

to great advantage	1	
to the best of my knowledge	1	
day to day (problem)*	3	
to some* degree	4	
to what effect	1	
to this* end	2	
to the full extent	1	
face to face (relationship)*	2	

TO (cont'd)

eight-thirty* to five*	2	
(this) to me	3	
one to one (hammering experience)	2	
to the* point (that)	3	
the words to the song	1	
here to there	1	27

UNDER

under attack	1	
under discussion	1	
under duress	1	3

UP

you're up the creek	1	
up here	1	
up to a (point)*	5	
up there	2	
drive you up the wall	1	10

UNTIL

till after midnight	1	1

WITH/WITHOUT

with a degree	1
without a doubt	1
waiting with their mouths open	1
with one or the other	1
have one with out the other	1

COMPOSITE KEY-WORD (cont'd)

WITH/WITHOUT (cont'd)

parallel with	1	
with respect to	5	
with no strings attached	1	
with varying degrees of success	1	
with any further comments	1	14

Subtotal: 1,703

FIXED EXPRESSIONS

COMPOSITE KEY-WORD LIST

KIND OF, SORT OF, TYPE OF

KIND OF

(and that)* kind of (thing)*	100	

SORT OF

(and that)* sort of (thing)*	99	

TYPE OF

this type of thing	2	201

Total: 1,904

LIST 8

TWO WORD VERB OCCURRENCES

TAPES 17A-20A

BRING IN	1
BRUSH UP	1
CARRY ON	1
CARRY OUT	1
CATCH UP	5
COME BACK	4
COME FROM	1
COME IN	2
COME OUT	1
COME UNDER	1
COME UP	1
CLUTTER UP	1
CUT BACK	1
CUT DOWN	1
CYCLE IN	1
DEAL WITH	1
DROP BACK	1
DROP OUT	1
END UP	1
GET BACK	1
GET BY	1
GET CAUGHT UP	1
GET IN ON	1
GIVE UP	2
GO ALONG	2
GO BACK	8
GO BY	1
GO DOWN	1
GO INTO	3
GO ON	7
GO OUT	1
GO THROUGH	5
GO ON THROUGH	1
GO UP	1
GROW UP	1
JUMP UP	1
KEEP OUT	1
KEEP UP	2
LOOK BACK	1
LOOK DOWN UPON	1
LOOK UPON	1
MAKE UP	1
MOVE ON	1
OPEN UP	1
PICK OUT	1
PICK UP	1
PILE UP	1
PLACE ON	1
PLUG IN	1
PUT FORWARD	1
REFER BACK	1
SAG BACK	1

SEE AROUND	1
SET ASIDE	1
SPLIT UP	1
START OUT	1
START WITH	1
STUMBLE ALONG	1
SUM UP	1
TAKE AWAY	2
TAKE OFF	1
TAKE PART	2
TAKE PLACE	2
TAKE UP	1
THINK BACK	1
TIE IN	1
WRITE DOWN	1

TOKENS: 100

TYPES: 67

LIST 9

TWO WORD VERB OCCURRENCES

TAPES 17B-20B

BRING BACK	1
BRING DOWN	1
BRING IN	1
BRING OUT	2
BRING UP	2
BRUSH UP	1
CANCEL OUT	1
CARRY FORWARD	1
CARRY ON	6
CATCH UP	2
CLEAR UP	1
COME ALONG	2
COME AROUND	1
COME BACK	11
COME DOWN	1
COME UP	1
CONTINUE ON	2
CUT-OUT	1
DEAL WITH	1
DECIDE ON	1
DRIFT ON	1
END UP	1
FORM UP	1
FIND OUT	2
GET AHEAD	1
GET ALONG	3
GET AT	1
GET AWAY FROM	4
GET BY	2
GET ON	4
GET UP	2
GO AHEAD	1
GO ALONG	1
GO BACK	6
GO INTO	1
GO OFF	1
GO ON	9
GO OUT	2
GO OVER	2
GO (RIGHT) THROUGH	5
HELP OUT	1
KEEP ON	1
KEEP UP	1
LOOK BACK	2
PAY OFF	1
PICK UP	4
PLAY BACK	1
PLUNK DOWN	1
PROVE OUT	1
PULL TOGETHER	1
PUT RIGHT	1
PUMP INTO	1

PUSH INTO	1
PUT FORWARD	1
PUT THROUGH	1
PUT UP	1
RATTLE OFF	1
REFER BACK	1
RUSH BACK	1
SET ASIDE	1
SEND ON	1
SHOW UP	1
SIT DOWN	1
START WITH	1
STAY AWAY FROM	1
TAKE PART	1
TAKE OUT	2
WALK UP	1
WARN AGAINST	1
WEED OUT	1
WORK IN	1
WORK ON	2
WORK OUT	1
WRITE UP	1

TOKENS: 129

TYPES: 73

LIST 10

TWO WORD VERB OCCURRENCES

TAPES 21A-24A

ALLOW FOR	1
BEGIN WITH	1
BRING IN	3
BRING UP	2
BUILD IN	1
BUILD UP	4
CALL UPON	1
CARRY ON	5
CARRY OUT	2
CARRY OVER	1
CATCH UP	1
COME BACK	18
COME IN	2
COME INTO	2
COME OFF	1
COME ON	1
COME OUT	2
COME OVER	1
COME THROUGH	1
COME UP	2
CONJURE UP	1
COVER OFF	1
DEAL IN	2
DEAL WITH	2
DIRECT OFF	5
DO WITH	1
DRAIN OFF	2
DRAW UP	1
DROP OFF	1
DWELL ON	1
END UP	1
FALL BACK ON	1
FILE IN	2
FILL IN	1
FIND OUT	3
GET ACROSS	1
GET AFTER	1
GET ALONG	2
GET AWAY	2
GET BACK	1
GET BY	1
GET DOWN TO	1
GET OVER	1
GO AGAINST	1
GO AHEAD	1
GO ALONG	3
GO BACK	14
GO IN	1
GO ON	11
GO ON AROUND	1
GO OUT	3
GO OVER	1

GO THROUGH	1
HAMMER AWAY	1
JUDGE FOR	1
KEEP ALONG	1
KEEP UP	1
LEVEL WITH	1
LOOK AT	1
LOOK BACK	1
LOOK FORWARD	1
MOVE ON	1
MOVE OUT	1
PHONE OVER	1
PICK OUT	1
PICK UP	1
PUT ACROSS	1
PUT FORTH	1
PUT FORWARD	3
PUT ON	3
PUT THROUGH	1
PUT UP	1
REFER BACK	1
REVERT BACK	1
RUN INTO	2
SEND ON	2
SEND DOWN	1
SHIFT IN	1
SHUT DOWN	1
SIT IN	2
SIT OUT	1
SLOW DOWN	1
SORT OUT	1
START OFF	1
SUM UP	1
TAKE UP	1
TALK AWAY	2
TIE IN	1
TOUCH ON	2
TRAIN UP	2
TURN AROUND	1
TURN OFF	6
TURN OUT	2
TURN OVER	1
WALK AWAY	1
WORK AT IT	3
WORK ON	1
WORK OUT	2

TOKENS: 187

TYPES: 98

TWO WORD VERB OCCURRENCES
TAPES 21B-24B

BACK UP	1	FINISH OFF	1
BEGIN WITH	1	FOOL AROUND	1
BRING IN	2	GATHER TOGETHER	1
BRING UP	2	GET ACROSS	5
BUILD UP	1	GET ALONG	1
BUMBLE ALONG	1	GET AROUND	1
CANCEL OUT	2	GET AWAY	3
CARRY ON	1	GET BACK	4
CATCH UP	1	GET BY	6
CHART OUT	1	GET DOWN	1
CHECK ON	2	GET IN	1
COME ALONG	3	GET INTO	1
COME AROUND	1	GET OUT	2
COME BACK	14	GET ON	1
COME IN	1	GET THROUGH	1
COME ON	1	GET UP	1
COME OUT	4	GO ALONG	4
COME UP	2	GO AWAY	1
DEAL WITH	4	GO BACK	8
DRAFT UP	1	GO BY	2
DROP AWAY	1	GO DOWN	2
FALL BACK ON	1	GO IN	1
FEED OUT	1	GO IN WITH	1
FIDDLE AROUND	1	GO INTO	1
FIGURE OUT	1	GO OFF	1
FIND OUT	3	GO ON	6

GO OUT	6
GO THROUGH	4
HANG ON	1
KEEP ON	1
KEEP UP	3
LOOK FORWARD	2
MOVE BACK	1
MOVE UP	1
PICK UP	3
PUT ACROSS	1
PUT FORWARD	1
PUT IN	1
PUT ON	1
PUT OUT	1
RUN OUT	1
RUN WITH	1
SEND DOWN	2
SEND OFF	1
SET UP	1
SHOOT DOWN	2
SIT AROUND	1
SIT DOWN	1
STAND OUT	1
STAND UP	1
START OUT	2
START OVER	1
STICK TO	1
STUMBLE ALONG	1
SWITCH OVER	1
TAKE PLACE	1
TAKE UP	1
TALK BACK	2
TALK OVER	1
THINK BACK	1
TRANSFER BACK	1
TRY OUT	2
TURN OFF	1
USE UP	1
WARM UP	1
WORK OUT	4
WORK TOWARDS	1
WRITE DOWN	2
WRITE UP	1

TOKENS: 176

TYPES: 95

LIST 12

TWO WORD VERB OCCURRENCES

FORMAL LIST

SECTION A

ALLOW FOR	1
BEGIN WITH	1
BRING IN	4
BRING UP	2
BRUSH UP	1
BUILD IN	1
BUILD UP	4
CALL UPON	1
CARRY ON	6
CARRY OUT	3
CARRY OVER	1
CATCH UP	6
CLUTTER UP	1
COME BACK	22
COME FROM	1
COME IN	4
COME INTO	2
COME OFF	1
COME ON	1
COME OUT	3
COME OVER	1
COME THROUGH	1
COME UNDER	1
COME UP	3
CONJURE UP	1
COVER OFF	1
CUT BACK	1
CUT DOWN	1
CYCLE IN	1
DEAL IN	2
DEAL WITH	6
DIRECT OFF	1
DO WITH	1
DRAIN OFF	2
DRAW UP	1
DROP BACK	1
DROP OFF	1
DROP OUT	1
DWELL ON	1
END UP	2
FALL BACK ON	1
FILE IN	2
FILL IN	1
FIND OUT	3
GET ACROSS	1
GET AFTER	1
GET ALONG	2

SECTION A (cont'd)

GET AWAY	2
GET BACK	2
GET BY	2
GET CAUGHT UP	1
GET DOWN TO	1
GET IN ON	1
GET OVER	1
GIVE UP	2
GO AGAINST	1
GO AHEAD	1
GO ALONG	5
GO BACK	22
GO BY	1
GO DOWN	1
GO IN	1
GO INTO	3
GO ON	18
GO ON AROUND	1
GO ON THROUGH	1
GO OUT	4
GO OVER	1
GO THROUGH	6
GO UP	1
GROW UP	1
HAMMER AWAY	1
JUMP UP	1
KEEP ALONG	1
KEEP OUT	1
KEEP UP	3
LEVEL WITH	1
LOOK AT	1
LOOK BACK	2
LOOK DOWN UPON	1
LOOK FORWARD	1
LOOK UPON	1
MAKE UP	1
MOVE ON	2
MOVE OUT	1
OPEN UP	1
PHONE OVER	1
PICK OUT	2
PICK UP	2
PILE UP	1
PLACE ON	1
PLUG IN	1
PUT ACROSS	1
PUT FORTH	1
PUT FORWARD	4

SECTION A (cont'd)

PUT ON	3
PUT THROUGH	1
PUT UP	1
REFER BACK	2
REVERT BACK	1
RUN INTO	2
SAG BACK	1
SEE AROUND	1
SEND DOWN	1
SEND ON	2
SET ASIDE	1
SHIFT IN	1
SHUT DOWN	1
SIT IN	2
SIT OUT	1
SLOW DOWN	1
SORT OUT	1
SPLIT UP	1
START OFF	1
START OUT	1
START WITH	1
STUMBLE ALONG	1
SUM UP	2
TAKE AWAY	2
TAKE OFF	1
TAKE PART	2
TAKE PLACE	2
TAKE UP	2
TALK AWAY	2
THINK BACK	1
TIE IN	2
TOUCH ON	2
TRAIN UP	2
TURN AROUND	1
TURN OFF	6
TURN OUT	2
TURN OVER	1
WALK AWAY	1
WORK AT	3
WORK ON	1
WORK OUT	2
WRITE DOWN	1

TOKENS: 285

TYPES: 137

LIST 13

TWO WORD VERB OCCURRENCES

INFORMAL LIST

SECTION B

BACK UP	1
BEGIN WITH	1
BRING BACK	1
BRING DOWN	1
BRING IN	3
BRING OUT	2
BRING UP	4
BRUSH UP	1
BUILD UP	1
BUMBLE ALONG	1
CANCEL OUT	3
CARRY FORWARD	1
CARRY ON	7
CATCH UP	3
CHART OUT	1
CHECK ON	2
CLEAR UP	1
COME ALONG	5
COME AROUND	2
COME BACK	25
COME DOWN	1
COME IN	1
COME ON	1
COME OUT	4

COME UP	3
CONTINUE ON	2
CUT OUT	1
DEAL WITH	5
DECIDE ON	1
DRAFT UP	1
DRIFT ON	1
DROP AWAY	1
END UP	1
FALL BACK ON	1
FEED OUT	1
FIDDLE AROUND	1
FIGURE OUT	1
FIND OUT	5
FINISH OFF	1
FOOL AROUND	1
FORM UP	1
GATHER TOGETHER	1
GET ACROSS	5
GET AHEAD	1
GET ALONG	4
GET AROUND	1
GET AT	1

SECTION B (cont'd)

GET AWAY (FROM)	7
GET BACK	4
GET BY	8
GET DOWN	1
GET IN	1
GET INTO	1
GET ON	5
GET OUT	2
GET THROUGH	1
GET UP	3
GO AHEAD	1
GO ALONG	5
GO AWAY	1
GO BACK	14
GO BY	2
GO DOWN	2
GO IN	1
GO IN WITH	1
GO INTO	2
GO OFF	2
GO ON	15
GO OUT	8
GO OVER	2
GO (RIGHT) THROUGH	9
HANG ON	1
HELP OUT	1

KEEP ON	2
KEEP UP	4
LOOK BACK	2
LOOK FORWARD	2
MOVE BACK	1
MOVE UP	1
PAY OFF	1
PICK UP	7
PLAY BACK	1
PLUNK DOWN	1
PROVE OUT	1
PULL TOGETHER	1
PUMP INTO	1
PUSH INTO	1
PUT ACROSS	1
PUT FORWARD	2
PUT IN	1
PUT ON	1
PUT OUT	1
PUT THROUGH	1
PUT RIGHT	1
PUT UP	1
RATTLE OFF	1
REFER BACK	1
RUN OUT	1

SECTION B (cont'd)

RUN WITH	1
RUSH BACK	1
SEND DOWN	2
SEND OFF	1
SEND ON	1
SET ASIDE	1
SET UP	1
SHOOT DOWN	2
SHOW UP	1
SIT AROUND	1
SIT DOWN	2
STAND OUT	1
STAND UP	1
START OUT	2
START OVER	1
START WITH	1
STAY AWAY FROM	1
STICK TO	1
STUMBLE ALONG	1
SWITCH OVER	1
TAKE OUT	2
TAKE PART	1
TAKE PLACE	1
TAKE UP	1
TALK BACK	2
TALK OVER	1
THINK BACK	1
TRANSFER BACK	1
TRY OUT	2
TURN OFF	1
USE UP	1
WALK UP	1
WARM UP	1
WARN AGAINST	1
WEED OUT	1
WORK IN	1
WORK ON	2
WORK OUT	5
WORK TOWARDS	1
WRITE DOWN	2
WRITE UP	2

TOKENS: 307

TYPES: 139

LIST 14

TWO WORD VERB OCCURRENCES

MEDIA LIST

SECTION C

A

ACT UP	1
APPLY FOR	1

B

BACK UP	1
BAIL OUT	1
BALK AT	1
BEGIN WITH	1
BLAME ON	1
BLOCK OFF	1
BLOW UP	1
BORDER ON	1
BREAK DOWN	2
BREAK EVEN	1
BREAK OUT OF	1
BREAK UP	7
BRING ABOUT	3
BRING BACK	4
BRING IN	5
BRING OUT	5
BRING OVER	1
BRING UP	4
BUILD UP	4
BUY BACK	2

C

CALL IN	3
CALL FOR	1
CARRY ON	5
CARRY OUT	3
CATCH UP (WITH)	2
CHAIN UP	1
CHECK OUT	4
CLEAN OFF OF	1
CLEAN UP	1
CLEAR UP	1
CLOSE DOWN	3
CLOSE UP	1
CLUTTER UP	3
COME ACROSS	1
COME ALONG	4
COME BACK	6
COME DOWN (TO)	2
COME IN	10
COME INTO	1
COME OFF	2
COME ON	6
COME OUT	10
COME OUT WITH	1
COME TO	1

MEDIA TWO WORD VERBS

C (CONT'D)

COME UNDER	2
COME UP (WITH)	11
COME UPON	1
CON INTO	1
COP OUT	1
CUT DOWN	3
CUT IN	1
CUT OFF (FROM)	4
CUT OUT	1
CUT THROUGH	1

D

DEAL WITH	7
DEPEND ON	4
DIVIDE IN	1
DO AWAY WITH	2
DRAIN OFF	1
DRIFT APART	1
DRIVE IN	1
DROP OFF	1
DROP OUT	1

E

END UP (WITH)	7
ENGAGE IN	1

F

FADE AWAY	1
FALL APART	1
FIGURE OUT	2
FIND OUT (ABOUT)	12
FINISH OFF	1
FINISH UP	2
FLOW IN	1
FLY APART	1
FLY BACK	1
FLY IN	1
FOLLOW THROUGH	1
FOLLOW UP	1
FROWN UPON	1

G

GANG UP	1
GEAR UP	1
GET ACROSS	2
GET ALONG (WITH)	3
GET AROUND	1
GET AT	3
GET AWAY (FROM)	4
GET BACK	8
GET BY	1
GET DOWN (TO)	3

MEDIA TWO WORD VERBS

G (CONT'D)	
GET IN (WITH)	11
GET INTO	12
GET OFF	1
GET ON (WITH)	6
GET ONTO	1
GET OUT (OF)	11
GET OVER	1
GET RID OF	1
GET THROUGH	2
GET UP (TO)	3
GIVE AWAY	1
GIVE IN	1
GIVE UP	18
GO ABOUT	1
GO AFTER	1
GO AGAINST	2
GO AHEAD (WITH)	9
GO ALONG WITH	2
GO AROUND	4
GO BACK (INTO)	12
GO BY	1
GO DOWN	2
GO FOR	1
GO IN FOR	1
GO INTO	6
GO OFF	2
GO ON (TO)	19
GO OUT (WITH)	17
GO OVER	3
GO THROUGH (TO)	8
GO UP (FOR)	4
GO WRONG WITH	1
GROW UP	3
H	
HANG ONTO	1
HANG WITH	1
HAPPEN ALONG	1
HARK BACK	1
HEAD BACK	1
HEAR FROM	1
HOLD BACK	4
I	
INVITE UP	1
J	
JOIN IN	3
JOIN TOGETHER	1
K	
KEEP...FROM	2
KEEP ON	2

MEDIA TWO WORD VERBS

K (CONT'D)

KEEP OUT OF	1
KEEP STRAIGHT	2
KEEP UP	1
KICK OUT	1

L

LAND ON	1
LEAVE (YOU) FREE TO	1
LEAVE OUT	2
LIVE ON	2
LIVE UP TO	1
LOOK AFTER	6
LOOK AHEAD	1
LOOK AROUND	1
LOOK AT	8
LOOK BACK	2
LOOK DOWN ON	1
LOOK FOR	6
LOOK INTO	2
LOOK OUT	2
LOOK TO	3
LOOK UPON	1

M

MAKE UP	3
MARK DOWN	1
MARK OUT	1
MATCH UP	1
MESS UP	1
MIX UP	3
MOVE BACK	1
MOVE IN	6
MOVE OFF	1
MOVE ON	1
MOVE OUT	1
MOVE UP	2

N

NAME AFTER	1

O

OPEN UP	2

P

PACK UP	1
PASS AROUND	1
PASS ON	1
PHONE IN	2
PICK...FOR	1
PICK UP	7
POINT OUT	9
PULL UP	2
PUT BACK	1
PUT FORWARD	3
PUT...IN	1
PUT...OFF	3
PUT ON	8
PUT OUT	1

MEDIA TWO WORD VERBS

P (CONT'D)

PUT TOGETHER	2
PUT UP	4

R

RAKE OFF	1
READ ACROSS	1
READ ALOUD	3
READ OVER	1
ROLL ON	1
RULE OUT	2
RUN AROUND	9
RUN INTO	3
RUN OUT	2

S

SELL...ON	2
SET FOR	1
SET OUT	2
SET UP	12
SETTLE DOWN	1
SHOW UP	2
SHUT OUT	1
SHUT UP	2
SIGN UP	1
SIT AROUND	2
SIT BACK	1
SIT DOWN	1
SIT IN	1
SIT OUT	1
SPEAK ON	1
SPEED UP	1
SPELL OUT	2
STAND UP	1
START IN	2
START OFF	1
START OUT	2
STAY ON	2
STEER THROUGH	1
STEP IN	1
STICK TO	1
STRAP DOWN	3
STRAP ON	1
SUCK IN	1

T

TAKE AWAY	1
TAKE BACK	1
TAKE IN	2
TAKE OFF	2
TAKE ON	2
TAKE OUT	7
TAKE OVER	5
TAKE UP	2
TAKE UPON	1
TEAM UP	1

MEDIA TWO WORD VERBS

T (CONT'D)

THROW BACK	1
TIDY UP	1
TIE DOWN	1
TIE IN	2
TRAMPLE DOWN	1
TRAMPLE OVER	1
TRY OUT	1
TURF OUT	1
TURN AROUND	1
TURN DOWN	1
TURN OUT	3

V

VOTE OUT	1

W

WALK OUT	2
WIND UP WITH	1
WIPE OUT	3
WORK AT	3
WORK IN	1
WORK ON	1
WORK OUT	4
WORRY ABOUT	1
WRAP UP	1

Z

ZERO IN (ON)	1

TOKENS: 661
TYPES: 254

LIST 15

TWO WORD VERB OCCURRENCES

COMPOSITE LIST

SECTIONS A, B, C

A	
ACT UP	1
ALLOW FOR	1
APPLY FOR	1
B	
BACK UP	2
BAIL OUT	1
BALK AT	1
BEGIN WITH	3
BLAME ON	1
BLOCK OFF	1
BLOW UP	1
BORDER ON	1
BREAK DOWN	2
BREAK EVEN	1
BREAK OUT OF	1
BREAK UP	7
BRING ABOUT	3
BRING BACK	5
BRING DOWN	1
BRING IN	12
BRING OUT	7
BRING OVER	1
BRING UP	10
BRUSH UP	2
BUILD IN	1
BUILD UP	9
BUMBLE ALONG	1
BUY BACK	2
C	
CALL IN	3
CALL FOR	1
CALL UPON	1
CANCEL OUT	3
CARRY FORWARD	1
CARRY ON	18
CARRY OUT	6
CARRY OVER	1
CATCH UP (WITH)	11
CHAIN UP	1
CHART OUT	1
CHECK ON	2
CHECK OUT	4
CLEAN OFF (OF)	1
CLEAN UP	1
CLEAR UP	2
CLOSE DOWN	3

TWO WORDS VERBS COMPOSITE LIST

C (CONT'D)

CLOSE UP	1
CLUTTER UP	4
COME ACROSS	1
COME ALONG	9
COME AROUND	2
COME BACK	53
COME DOWN (TO)	3
COME FROM	1
COME IN	15
COME INTO	3
COME OFF	3
COME ON	8
COME OUT	17
COME OUT WITH	1
COME OVER	1
COME THROUGH	1
COME TO	1
COME UNDER	3
COME UP (WITH)	17
COME UPON	1
CON INTO	1
CONJURE UP	1
CONTINUE ON	2
COP OUT	1
COVER OFF	1
CUT BACK	1
CUT DOWN	4
CUT IN	1
CUT OFF (FROM)	4
CUT OUT	2
CUT THROUGH	1
CYCLE IN	1

D

DEAL IN	2
DEAL WITH	18
DECIDE ON	1
DEPEND ON	4
DIRECT OFF	1
DIVIDE IN	1
DO AWAY WITH	2
DO WITH	1
DRAFT UP	1
DRAIN OFF	3
DRAW UP	1
DRIFT APART	1
DRIFT ON	1
DRIVE IN	1
DROP AWAY	1
DROP BACK	1
DROP OFF	2
DROP OUT	2

D (CONT'D)

DWELL ON	1

E

END UP (WITH)	10
ENGAGE IN	1

F

FADE AWAY	1
FALL APART	1
FALL BACK ON	2
FEED OUT	1
FIDDLE AROUND	1
FIGURE OUT	3
FILE IN	2
FILL IN	1
FIND OUT (ABOUT)	20
FINISH OFF	2
FINISH UP	2
FLOW IN	1
FLY APART	1
FLY BACK	1
FLY IN	1
FOLLOW THROUGH	1
FOLLOW UP	1
FOOL AROUND	1
FORM UP	1
FROWN UPON	1

G

GANG UP	1
GATHER TOGETHER	1
GEAR UP	1
GET ACROSS	8
GET AFTER	1
GET AHEAD	1
GET ALONG (WITH)	9
GET AROUND	2
GET AT	4
GET AWAY (FROM)	13
GET BACK (INTO)	14
GET BY	11
GET CAUGHT UP	1
GET DOWN (TO)	5
GET IN (ON) (WITH)	13
GET INTO	13
GET OFF	1
GET ON (WITH)	11
GET ONTO	1
GET OUT (OF)	13
GET OVER	2
GET RID OF	1
GET THROUGH	3
GET UP (TO)	6
GIVE AWAY	1

G (CONT'D)	
GIVE IN	1
GIVE UP	20
GO ABOUT	1
GO AFTER	1
GO AGAINST	3
GO AHEAD (WITH)	11
GO ALONG (WITH)	12
GO AROUND	4
GO AWAY	1
GO BACK (INTO)	48
GO BY	4
GO DOWN	5
GO FOR	1
GO IN (FOR)	3
GO IN (WITH)	1
GO INTO	11
GO OFF	4
GO ON (TO)	52
GO ON AROUND	1
GO ON THROUGH	1
GO OUT (WITH)	29
GO OVER	6
GO (RIGHT) THROUGH (TO)	23
GO UP (FOR)	5
GO WRONG WITH	1
GROW UP	4
H	
HAMMER AWAY	1
HANG ON	1
HANG ONTO	1
HANG WITH	1
HAPPEN ALONG	1
HARK BACK	1
HEAD BACK	1
HEAR FROM	1
HELP OUT	1
HOLD BACK	4
I	
INVITE UP	1
J	
JOIN IN	3
JOIN TOGETHER	1
JUMP UP	1
K	
KEEP ALONG	1
KEEP FROM	2
KEEP ON	4
KEEP OUT	1
KEEP OUT OF	1
KEEP STRAIGHT	2

TWO WORDS VERBS COMPOSITE LIST

K (CONT'D)	
KEEP UP	8
KICK OUT	1
L	
LAND ON	1
LEAVE FREE TO	1
LEAVE OUT	2
LEVEL WITH	1
LIVE ON	2
LIVE UP TO	1
LOOK AFTER	6
LOOK AHEAD	1
LOOK AROUND	1
LOOK AT	9
LOOK BACK	6
LOOK DOWN ON	1
LOOK DOWN UPON	1
LOOK FOR	6
LOOK FORWARD	3
LOOK INTO	2
LOOK OUT	2
LOOK TO	3
LOOK UPON	2
M	
MAKE UP	4
MARK DOWN	1
MARK OUT	1
MATCH UP	1
MESS UP	1
MIX UP	3
MOVE BACK	2
MOVE IN	6
MOVE OFF	1
MOVE ON	3
MOVE OUT	2
MOVE UP	3
N	
NAME AFTER	1
O	
OPEN UP	3
P	
PACK UP	1
PASS AROUND	1
PASS ON	1
PAY OFF	1
PHONE IN	2
PHONE OVER	1
PICK FOR	1
PICK OUT	2
PICK UP	16
PILE UP	1
PLACE ON	1
PLAY BACK	1
PLUG IN	1

TWO WORDS VERBS COMPOSITE LIST

P (CONT'D)

PLUNK DOWN	1
POINT OUT	9
PROVE OUT	1
PULL TOGETHER	1
PULL UP	2
PUMP INTO	1
PUSH INTO	1
PUT ACROSS	2
PUT BACK	1
PUT FORTH	1
PUT FORWARD	9
PUT IN	2
PUT OFF	3
PUT ON	12
PUT OUT	2
PUT RIGHT	1
PUT THROUGH	2
PUT TOGETHER	2
PUT UP	6

R

RAKE OFF	1
RATTLE OFF	1
READ ACROSS	1
READ ALOUD	3
READ OVER	1
REFER BACK	3
REVERT BACK	1
ROLL ON	1
RULE OUT	2
RUN AROUND	9
RUN INTO	5
RUN OUT	3
RUN WITH	1
RUSH BACK	1

S

SAG BACK	1
SEE AROUND	1
SELL ON	2
SEND DOWN	3
SEND OFF	1
SEND ON	3
SET ASIDE	2
SET FOR	1
SET OUT	2
SETTLE DOWN	1
SET UP	13
SHIFT IN	1
SHOOT DOWN	2
SHOW UP	3
SHUT DOWN	1
SHUT OUT	1
SHUT UP	2
SIGN UP	1

S (CONT'D)

SIT AROUND	3
SIT BACK	1
SIT DOWN	3
SIT IN	3
SIT OUT	2
SLOW DOWN	1
SORT OUT	1
SPEAK ON	1
SPEED UP	1
SPELL OUT	2
SPLIT UP	1
STAND OUT	1
STAND UP	2
START IN	2
START OFF	2
START OUT	5
START OVER	1
START WITH	2
STAY AWAY FROM	1
STAY ON	2
STEER THROUGH	1
STEP IN	1
STICK TO	2
STRAP DOWN	3
STRAP ON	1
STUMBLE ALONG	2
SUCK IN	1
SUM UP	2
SWITCH OVER	1

T

TAKE AWAY	3
TAKE BACK	1
TAKE IN	2
TAKE OFF	3
TAKE ON	2
TAKE OUT	9
TAKE OVER	5
TAKE PART	3
TAKE PLACE	3
TAKE UP	5
TAKE UPON	1
TALK AWAY	2
TALK BACK	2
TALK OVER	1
TEAM UP	1
THINK BACK	2
THROW BACK	1
TIDY UP	1
TIE DOWN	1
TIE IN	4
TOUCH ON	2
TRAIN UP	2
TRAMPLE DOWN	1

TWO WORDS VERBS COMPOSITE LIST

T (CONT'D)	
TRAMPLE OVER	1
TRANSFER BACK	1
TRY OUT	3
TURF OUT	1
TURN AROUND	2
TURN DOWN	1
TURN OFF	7
TURN OUT	5
TURN OVER	1
U	
USE UP	1
V	
VOTE OUT	1
W	
WALK AWAY	1
WALK OUT	2
WALK UP	1
WARM UP	1
WARN AGAINST	1
WEED OUT	1
WIND UP WITH	1
WIPE OUT	3
WORK AT	6
WORK IN	2
WORK ON	4
WORK OUT	11
WORRY ABOUT	1
WRAP UP	1
WRITE DOWN	3
WRITE UP	2
Z	
ZERO IN (ON)	1

TOKENS: 1253

TYPES: 367

BE PLUS ADJUNCT

BEST COPY AVAILABLE

SECTION A

BE + preposition/ particle	
be behind it	1
be for it	2
be up to Lesson Twenty	1
be all up to you	1

BE + adjective/ adverb	
be ashamed to	1
be aware of	3

BE + participle	
be concerned about	2
be concerned with	2
be left with	1
be mixed up	2
be pleased with	1

Tokens: 17

Types: 11

LIST 17

BE PLUS ADJUNCT

SECTION B

BE + preposition/ particle		BE + adjective/ adverb		BE + participle	
be up against it	1	be aware of	2		
be all about	1	be back home	1		
be after	1	be too bad	1		
be around	1	be best for	1		
be long before	1	be (a little bit) better*	5		
be in	1	be (very) close to	2		
be out	1	be funny	1		
		be good enough	1		
		be hard to take	1		
		be home-free	1		
		be honest with	1		
		be important	1		
		be on their own	2		
		be selective in	1		
		be sorry	1	Tokens:	37
		be true	8	Types:	23

BE PLUS ADJUNCT

SECTION C

BE + preposition/ particle		BE + adjective/ adverb		BE + participle	
be right behind	1	be aware of	7	be concerned about	2
be through	2	be back	4	be involved	3
be up to you	1	be old enough	1		
		be strong enough	1		

Tokens: 22

Types: 9

COMPOSITE BE-PLUS-ADJUNCT LIST

SECTIONS A, B, C

BE + preposition/ particle	
be up against it	1
be all about	1
be after	1
be around	1
be (right) behind (it)	2
be long before	1
be for it	2
be in	1
be out	1
be through	2
be up to Lesson Twenty	1
be (all) up to you	2

BE + adjective/ adverb	
be ashamed to	1
be aware of	12
be too bad	1
be back (home)	5
be best for	1
be (a little bit) better*	5
be (very) close to	2
be funny	1
be good enough	1
be hard to take	1
be home-free	1
be honest with	1
be important	1
be on their own	2
be old enough	1
be selective in	1
be sorry	1
be strong enough	1
be true	8

BE + participle	
be concerned about	4
be concerned with	2
be involved in	3
be left with	1
be mixed up	2
be pleased with	1

Tokens: 76

Types: 37

LIST 20

FREQUENCY OF FIXED EXPRESSIONS

SECTION A

BEST COPY AVAILABLE

RANK WITHIN CORPUS	RANK WITHIN SECT. A		CODE	FREQUENCY
1	1	I think (that)	PI	140
2	2	(Oh)* well (now)*	PI	74
3	3	You Know	PI	73
7	4	(oh,)* I (really)* (don't)* know (that)	PI	25
11	4	(and) I don't think (that)	PI	25
5	5	(Yes) (that's)* right	DD	22
26	5	(and) I* (don't) find (that)	PI	22
4	6	(and then)* of course (not)	EM	20
13	7	a (little)* bit of (loose cash)*	QU	18
15	7	(not) at all	EM	18
18	7	(but)* at least	EM	18
23	7	(as) I* would* say	IN	18
36	7	on staff	OF	18
8	8	(and this*) kind(s) of (thing)*	QU	17
9	9	a (whole)* lot (of trouble)*	QU	16
10	9	at (the present)* time(s)	TE	16
12	10	(like) for example	IN	15
32	10	(oh) I see	PI	15
16	11	(that's quite)* all right	DD	14

RANK WITHIN CORPUS	RANK WITHIN SECT.A		CODE	FREQUENCY
17	11	say (in Quebec*)	PI	14
27	11	(from) the* point of view (of)	IN	14
35	12	as a result (of this)	CI	13
40	12	in (my)* (own)* case	QU	13
18	13	(so)* you see	PI	12
22	13	as far as... (I'm* concerned)	IN	12
6	14	(a)* sort(s) of (thing)*	QU	11
14	15	(I'd like to) thank you (very very much) (for the call)	GC	10
19	15	so that (indeed)	EM	10
25	15	I*('d) (honestly)* feel (that)*	PI	10
27	15	(and) in other words (perhaps)	PI	10
21	16	(and) so	EM	9
47	17	on the* agenda	OF	8
20	18	(oh)* you* mean	PI	7
33	18	and then	PI	7
36	18	on the* basis (of)*	QU	7
48	18	(so) as I* say	EM	7
25	19	and so on (and so forth)	CI	6
27	19	(oh) I (would)* guess	PI	6
30	19	(now) it seems (to me) (that)*	IN	6
31	19	(take) for instance	IN	6

RANK WITHIN CORPUS	RANK WITHIN SECT.A		CODE	FREQUENCY
36	19	(that's)* fine	DD	6
37	19	just* as well as	CI	6
47	19	in order to	CI	6
47	19	insofar as ... is concerned	QU	6
48	19	you('d) think	PI	6
49	19	in (the same)* position	QU	6
24	20	(and) in fact	CI	5
33	20	(or) something (like that)*	CI	5
34	20	(I'm very) sorry	PI	5
37	20	(but) on* the other hand	QU	5
41	20	first of all	EM	5
42	20	I would* think (that)	PI	5
42	20	I (just) wonder (if)	PI	5
44	20	all the time	TE	5
49	20	(to) take a ... break (now)	ID	5
49	20	(the basic)* part(s) of	QU	5
50	20	whereas (now)*	IN	5
50	20	would* you think so*	RQ	5
32	21	more or less	AC	4
34	21	(again)* I (just)* think (that)	PI	4
38	21	as long as	QU	4
40	21	a (certain)* number (of other areas)	QU	4
41	21	I suppose	PI	4

RANK WITHIN CORPUS	RANK WITHIN SECT. A		CODE	FREQUENCY
44	21	they* (don't) say	IN	4
46	21	I (don't) think so	ET	4
46	21	on the* course(s)	OF	4
47	21	in general	II	4
49	21	(that's) a good* point	DD	4
50	21	that is,	PI	4
50	21	a (certain)* amount of	QU	4
33	22	a great deal (more) (of)	QU	3
39	22	(now)* mind you	PI	3
40	22	as well	EM	3
42	22	(perhaps) at this* moment	TE	3
45	22	in (such) a way	QU	3
49	22	so far	EM	3
49	22	if you like	II	3
49	22	(and)* what not	PI	3
49	22	later on	TE	3
50	22	let's* say	IN	3
32	23	(yes) that's* (very)* true	DD	2
34	23	(so in the)* sense (that)	QU	2
39	23	anyway	PI	2
41	23	have* (that)* in mind	ID	2
46	23	(but) I'm (quite)* sure	DD	2
46	23	in this* (particular)* area	QU	2
46	23	(over a)* period of time	TE	2
47	23	good morning	GC	2

RANK WITHIN CORPUS	RANK WITHIN SECT.A		CODE	FREQUENCY
47	23	(and)* in addition (to this)	IN	2
47	23	(if) you're* (simply)* saying	IN	2
47	23	from time to time	TE	2
48	23	I (should)* imagine	PI	2
48	23	like (if)	PI	2
49	23	in this* regard	CI	2
49	23	in this (very) general way	QU	2
49	23	(it's a proven)* fact (of life)	CI	2
49	23	(but) I'm not (at all) sure	DD	2
50	23	excuse me	PI	2
50	23	in (almost all)* cases	QU	2
50	23	in the* field(s) of	QU	2
50	23	is(n't) that right	RQ	2
28	24	(yes) I (don't) believe	PI	1
29	24	in terms of	QU	1
37	24	right away*	EM	1
42	24	(for)* a (short)* while	TE	1
43	24	at home	PL	1
44	24	(oh)* sure	DD	1
44	24	even if	EM	1
46	24	(and) at that* point	EM	1
46	24	(as) I understand (it)	PI	1
47	24	by the* time	TE	1

RANK WITHIN CORPUS	RANK WITHIN SECT.A		CODE	FREQUENCY
48	24	(or) whatever (it was)	CI	1
48	24	in effect	EM	1
48	24	in that	PI	1
48	24	up here*	PL	1
48	24	in some (other) way	QU	1
49	24	very* well	DD	1
49	24	a* classic* example (of)	OF	1
49	24	out here*	PL	1
50	24	with respect to	CI	1
50	24	I (don't) agree (with you)	DD	1
50	24	('re)* faced with	ID	1
50	24	in my (own) mind	ID	1
50	24	(bring this)* up to date	ID	1
50	24	in the first place	IN	1
50	24	I'm afraid that	PI	1
50	24	on the part of	QU	1
50	24	there are times (when)	TE	1

LIST 21

FREQUENCY OF FIXED EXPRESSIONS

SECTION B

RANK WITHIN CORPUS	RANK WITHIN SECT.B		CODE	FREQUENCY
1	1	I think (that)	PI	153
2	2	(Oh)* well (now)*	PI	98
3	3	You know	PI	91
5	4	(Yes) (that's)* right	DD	40
6	5	(a)* sort(s) of (thing)*	QU	33
7	5	(oh,)* I (really)* (don't)* know (that)	PI	33
8	6	(and this*) kind(s) of (thing)*	QU	31
4	7	(and then)* of course (not)	EM	30
17	8	say (in Quebec*)	PI	27
10	9	at (the present)* time(s)	TE	22
15	10	(not) at all	EM	20
13	11	a (little)* bit of (loose cash)*	QU	19
30	12	(now) it seems (to me) (that)*	IN	17
18	13	(but)* at least	EM	13
14	12	(I'd like to) thank you (very very much) (for the call)	GC	12
16	12	(that's quite)* all right	DD	12
12	13	(like) for example	IN	11
9	14	a (whole)* lot (of trouble)*	QU	10
27	14	(and) in other words (perhaps)	PI	10

RANK WITHIN CORPUS	RANK WITHIN SECT.B		CODE	FREQUENCY
27	14	(from) the* point of view (of)	IN	10
32	14	(yes) that's* (very)* true	DD	10
11	15	(and) I don't think (that)	PI	9
18	15	(so)* you see	PI	9
28	15	(yes) I (don't) believe	PI	9
38	15	as long as	QU	9
25	16	and so on (and so forth)	CI	8
25	16	(now)* mind you	PI	8
32	16	more or less	AC	8
22	17	as far as... (I'm* concerned)	IN	7
31	17	(take) for instance	IN	7
33	17	(or) something (like that)*	CI	7
39	17	on your* own	EM	7
41	17	have* (that)* in mind	ID	7
44	17	(oh)* sure	DD	7
20	18	(oh)* you* mean	PI	6
33	18	and then	PI	6
37	18	just* as well as	CI	6
49	18	(a)* type(s) of (thing)*	QU	6
19	19	so that (indeed)	EM	5
23	19	(as) I* would* say	IN	5
34	19	(so in the)* sense (that)	QU	5
39	19	(as) a matter of fact*	CI	5
43	19	at home	PL	5

RANK WITHIN CORPUS	RANK WITHIN SECT.B		CODE	FREQUENCY
44	19	even if	EM	5
46	19	on the* course(s)	OF	5
46	19	(but) generally* speaking	PI	5
47	19	I (should)* imagine	PI	5
47	19	(from) my (personal) point of view	PO	5
48	19	by the* time	TE	5
27	20	(oh) I (would)* guess	PI	4
32	20	(oh) I see	PI	4
34	20	(I'm very) sorry	PI	4
34	20	(again)* I (just)* think (that)	PI	4
36	20	(that's)* fine	DD	4
36	20	on the* basis (of)*	QU	4
37	20	right away*	EM	4
37	20	(but) on* the other hand	QU	4
42	20	I would* think (that)	PI	4
42	20	oh,* yes	PI	4
44	20	all the time	TE	4
46	20	I (don't) think so	ET	4
46	20	(as) I understand (it)	PI	4
47	20	in general	II	4
49	20	and so forth	CI	4
24	21	(and) in fact	CI	3
25	21	I*('d) (honestly)* feel (that)*	PI	3

RANK WITHIN CORPUS	RANK WITHIN SECT.B		CODE	FREQUENCY
35	21	as a result (of this)	CI	3
41	21	I suppose	PI	3
44	21	they* (don't) say	IN	3
45	21	in (such) a way	QU	3
47	21	from time to time	TE	3
48	21	up here*	PL	3
49	21	people* like this*	QU	3
49	21	later on	TE	3
50	21	in my (own) mind	ID	3
33	22	a great deal (more) (of)	QU	2
40	22	a (certain)* number (of other areas)	QU	2
40	22	in (my)* (own)* case	QU	2
42	22	(perhaps) at this* moment	TE	2
46	22	(over a)* period of time	TE	2
47	22	in order to	CI	2
47	22	(and)* in addition (to this)	IN	2
49	22	(that's) a good* point	DD	2
50	22	(It's a proven)* fact (of life)	CI	2
26	23	(and) I* (don't) find (that)	PI	1
29	23	in terms of	QU	1
40	23	anyway	PI	1
41	23	first of all	EM	1
42	23	I (just) wonder (if)	PI	1

RANK WITHIN CORPUS	RANK WITHIN SECT.B		CODE	FREQUENCY
46	23	(but) I'm (quite)* sure	DD	1
46	23	(and) at that* point	EM	1
47	23	(in spite of)* the fact (that)	CI	1
48	23	in that	PI	1
49	23	(a couple of) years ago	TE	1
49	23	(and)* what not	PI	1
49	23	a couple of steps*	QU	1
49	23	very* well	DD	1
49	23	(there's) no doubt (about that*)	EM	1
49	23	so far	EM	1
49	23	in this* regard	CI	1
50	23	as such	EM	1
50	23	as I've* said (before)	IN	1
50	23	over* the phone	OF	1
50	23	excuse me	PI	1
50	23	is(n't) that right	RQ	1
50	23	there are times (when)	TE	1

LIST 22

FREQUENCY OF FIXED EXPRESSIONS

SECTION C

RANK WITHIN CORPUS	RANK WITHIN SECT.C		CODE	FREQUENCY
2	1	(Oh)* well (now)*	PI	340
1	2	I think (that)	PI	281
3	3	You know	PI	200
4	4	(and then)* of course (not)	EM	100
6	5	(a)* sort(s) of (thing)*	QU	59
8	6	(and this*) kind(s) of (thing)*	QU	47
9	6	a (whole)* lot (of trouble)*	QU	47
5	7	(Yes) (that's)* right	DD	42
7	8	(oh,)* I (really)* (don't)* know (that)	PI	38
12	9	(like) for example	IN	37
14	9	(I'd like to) thank you (very very much) (for the call)	GC	37
10	10	at (the present)* time(s)	TE	34
11	11	(and) I don't think (that)	PI	31
21	11	(and) so	EM	31
16	12	(that's quite)* all right	DD	29
13	13	(oh)* you* mean	PI	28
13	13	(and) in fact	CI	28
14	14	so that (indeed)	EM	27
29	15	in terms of	QU	24
13	16	a (little)* bit of (loose cash)*	QU	23

RANK WITHIN CORPUS	RANK WITHIN SECT.C		CODE	FREQUENCY
18	16	(so)* you see	PI	23
22	17	as far as... (I'm* concerned)	IN	20
25	17	*I('d) (honestly)* feel (that)*	PI	20
25	18	and so on (and so forth)	CI	19
15	19	(not) at all	EM	18
27	19	(oh) I (would)* guess	PI	18
28	20	(yes) I (don't) believe	PI	17
33	20	a great deal (more) (of)	QU	17
23	21	(as) I* would* say	IN	14
34	21	(so in the)* sense (that)	QU	14
41	21	(oh) O.K. (now)	VE	14
17	22	say (in Quebec*)	PI	13
18	22	(but)* at least	EM	13
34	22	(again)* I (just)* think (that)	PI	13
37	22	right away*	EM	13
34	23	(I'm very) sorry	PI	12
40	23	as well	EM	12
40	23	anyway	PI	12
42	23	(for)* a (short)* while	TE	12
31	24	(take) for instance	IN	11
32	25	(yes) that's* (very)* true	DD	11
39	25	(as) a matter of fact*	CI	11
44	25	on welfare	OF	11

RANK WITHIN CORPUS	RANK WITHIN SECT.C		CODE	FREQUENCY
33	26	(or) something (like that)*	CI	10
45	26	(now) as you* (all) know	IN	10
45	26	good afternoon	GC	10
33	27	and then	PI	9
36	27	(that's)* fine	DD	9
37	27	(but) on* the other hand	QU	9
39	27	on your* own	EM	9
40	27	a (certain)* number (of other areas)	QU	9
42	27	oh,* yes	PI	9
46	27	(and) as I* say	PI	9
27	28	(and) in other words (perhaps)	PI	8
36	28	on the* basis (of)*	QU	8
41	28	first of all	EM	8
42	28	(perhaps) at this* moment	TE	8
47	28	bye (bye)	GC	8
41	29	I suppose	PI	7
42	29	I (just) wonder (if)	PI	7
46	29	(and) at that* point	EM	7
46	29	in this* (particular)* area	QU	7
47	29	(in spite of)* the fact (that)	CI	7
48	29	thanks (for the call)	GC	7
48	29	we think	PI	7
48	29	wait a minute (now)	PI	7

RANK WITHIN CORPUS	RANK WITHIN SECT.C		CODE	FREQUENCY
48	29	(and) by the way	PI	7
48	29	lots (of people)*	QU	7
48	29	in some (other) way	QU	7
26	30	(and) I* (don't) find (that)	PI	6
37	30	just* as well as	CI	6
43	30	at home	PL	6
46	30	(but) I'm (quite)* sure	DD	6
47	30	good morning	GC	6
47	30	(if) you're* (simply)* saying	IN	6
48	30	in effect	EM	6
48	30	(or) whatever (it was)	CI	6
49	30	I'd like (to make a comment)*	IN	6
49	30	at the (design)* level (of)	QU	6
39	31	(now)* mind you	PI	5
41	31	have* (that)* in mind	ID	5
44	31	even if	EM	5
46	31	(over a)* period of time	TE	5
48	31	in that	PI	5
48	31	like (if)	PI	5
49	31	a couple of steps*	QU	5
49	31	(a couple of) years ago	TE	5
49	31	(there's) no doubt (about that*)	EM	5
49	31	a* classic* example (of)	OF	5

RANK WITHIN CORPUS	RANK WITHIN SECT.C		CODE	FREQUENCY
49	31	out here*	PL	5
49	31	all over the world	PL	5
50	31	the eternal triangle	ID	5
50	31	(so) how about it*	RQ	5
50	31	to (the full)* extent	EM	5
50	31	for* the last (100)* years	TE	5
50	31	it (really) doesn't* matter (what)	II	5
50	31	the other woman	ID	5
50	31	so-called (lover)*	QU	5
50	31	the Task Force	OF	5
50	31	(doing) your* own thing	VE	5
50	31	(now) wait (a minute)	PI	5
50	31	and yet	EM	5
27	32	(from) the* point of view (of)	IN	4
32	32	(oh) I see	PI	4
35	32	as a result (of this)	CI	4
38	32	as long as	QU	4
42	32	I would* think (that)	PI	4
44	32	they* (don't) say	IN	4
45	32	in (such) a way	QU	4
46	32	(but) generally* speaking	PI	4
46	32	(as) I understand (it)	PI	4
47	32	(and)* in addition (to this)	IN	4
49	32	in this (very) general way	QU	4

RANK WITHIN CORPUS	RANK WITHIN SECT.C		CODE	FREQUENCY
49	32	very* well	DD	4
50	32	I'm afraid that	PI	4
50	32	I (don't) agree (with you)	DD	4
50	32	('re)* faced with	ID	4
50	32	in the first place	IN	4
50	32	on the part of	QU	4
50	32	over* the phone	OF	4
50	32	with respect to	CI	4
50	32	as I've* said (before)	IN	4
50	32	as such	EM	4
50	32	(bring this)* up to date	ID	4
44	33	(oh)* sure	DD	3
47	33	from time to time	TE	3
48	33	up here*	PL	3
49	33	if you like	II	3
49	33	people* like this*	QU	3
49	33	in this* regard	CI	3
49	33	in (almost all)* cases	QU	3
49	33	in the* field(s) of	QU	3
50	33	(but) I'm not (at all) sure	DD	3
50	33	there are times (when)	TE	3
30	34	(now) it seems (to me) (that)*	IN	2
44	34	all the time	TE	2
47	34	insofar as ... is concerned	QU	2

RANK WITHIN CORPUS	RANK WITHIN SECT.C		CODE	FREQUENCY
47	34	by the* time	TE	2
48	34	(from) my (personal) point of view	PO	2
49	34	so far	EM	2
49	34	and so forth	CI	2
49	34	(and)* what not	PI	2
50	34	excuse me	PI	2
50	34	is(n't) that right	RQ	2
50	34	let's* say	IN	2
46	35	I (don't) think so	ET	1
48	35	you('d) think	PI	1
49	35	(to) take a ... break (now)	ID	1
49	35	(the basic)* part(s) of	QU	1
50	35	a (certain)* amount of	QU	1
50	35	(it's a proven)* fact (of life)	CI	1
50	35	in my (own) mind	ID	1
50	35	that is,	PI	1

LIST 23

FREQUENCY AND RANGE TABLE

FIXED EXPRESSIONS

RANK		CODE	SECTION A	SECTION B	SECTION C	FREQUENCY	RANGE
1	I think (that)	PI	140	153	281	574	3
2	(Oh)* well (now)*	PI	74	98	340	512	3
3	You know	PI	73	91	200	364	3
4	(and then)* of course (not)	EM	20	30	100	150	3
5	(Yes) (that's)* right	DD	22	40	42	104	3
6	(a)* sort(s) of (thing)*	QU	11	33	59	103	3
7	(oh,)* I (really)* (don't)* know (that)	PI	25	33	38	96	3
8	(and this*) kind(s) of (thing)*	QU	17	31	47	95	3
9	a (whole)* lot (of trouble)*	QU	16	10	47	73	3
10	at (the present)* time(s)	TE	16	22	34	72	3
11	(and) I don't think (that)	PI	25	9	31	65	3
12	(like) for example	IN	15	11	37	63	3
13	a (little)* bit of (loose cash)*	QU	18	19	23	60	3

RANK		CODE	A	B	C	FREQUENCY	RANGE
14	(I'd like to) thank you (very very much) (for the call)	GC	10	12	37	59	3
15	(not) at all	EM	18	20	18	56	3
16	(that's quite)* all right	DD	14	12	29	55	3
17	say (in Québec*)	PI	14	27	13	54	3
18	(but)* at least	EM	18	13	13	44	3
	(so)* you see	PI	12	9	23	44	3
19	so that (indeed)	EM	10	5	27	42	3
20	(oh)* you* mean	PI	7	6	28	41	3
21	(and) so	EM	9	-	31	40	2
22	as far as... (I'm* concerned)	IN	12	7	20	39	3
23	(as) I* would* say	IN	18	5	14	37	3
24	(and) in fact	CI	5	3	28	36	3
25	and so on (and so forth)	CI	6	8	19	33	3
	I*('d) (honestly)* feel (that)*	PI	10	3	20	33	3
26	(and) I* (don't) find (that)	PI	22	1	6	29	3
27	(oh) I (would)* guess	PI	6	4	18	28	3

RANK		CODE	A	B	C	FREQUENCY	RANGE
27	(and) in other words (perhaps)	PI	10	10	8	28	3
	(from) the* point of view (of)	IN	14	10	4	28	3
28	(yes) I (don't) believe	PI	1	9	17	27	3
29	in terms of	QU	1	1	24	26	3
30	(now) it seems (to me) (that)*	IN	6	17	2	25	3
31	(take) for instance	IN	6	7	11	24	3
32	more or less	AC	4	8	11	23	3
	(oh) I see	PI	15	4	4	23	3
	(yes) that's* (very)* true	DD	2	10	11	23	3
33	a great deal (more) (of)	QU	3	2	17	22	3
	(or) something (like that)*	CI	5	7	10	22	3
	and then	PI	7	6	9	22	3
34	(I'm very) sorry	PI	5	4	12	21	3
	(again)* I (just)* think (that)	PI	4	4	13	21	3
	(so in the)* sense (that)	QU	2	5	14	21	3

RANK		CODE	A	B	C	FREQUENCY	RANGE
35	as a result (of this)	CI	13	3	4	20	3
36	(that's)* fine	DD	6	4	9	19	3
	on staff	OF	18	1	-	19	2
	on the* basis (of)*	QU	7	4	8	19	3
37	right away*	EM	1	4	13	18	3
	just* as well as	CI	6	6	6	18	3
	(but) on* the other hand	QU	5	4	9	18	3
38	as long as	QU	4	9	4	17	3
39	(as) a matter of fact*	CI	-	5	11	16	2
	on your* own	EM	-	7	9	16	2
	(now)* mind you	PI	3	8	5	16	3
40	in (my)* (own)* case	QU	13	2	-	15	2
	as well	EM	3	-	12	15	2
	anyway	PI	2	1	12	15	3
	a (certain)* number (of other areas)	QU	4	2	9	15	3
41	first of all	EM	5	1	8	14	3
	(oh) O.K. (now)	VE	-	-	14	14	1

RANK		CODE	A	B	C	FREQUENCY	RANGE
41	have* (that)* in mind	ID	2	7	5	14	3
	I suppose	PI	4	3	7	14	3
42	(for)* a (short)* while	TE	1	-	12	13	2
	(perhaps) at this* moment	TE	3	2	8	13	3
	I would* think (that)	PI	5	4	4	13	3
	I (just) wonder (if)	PI	5	1	7	13	3
	oh,* yes	PI	-	4	9	13	2
43	at home	PL	1	5	6	12	3
44	(oh)* sure	DD	1	7	3	11	3
	even if	EM	1	5	5	11	3
	all the time	TE	5	4	2	11	3
	they* (don't) say	IN	4	3	4	11	3
	on welfare	OF	-	-	11	11	1
45	(now) as you* (all) know	IN	-	-	10	10	1
	good afternoon	GC	-	-	10	10	1
	in (such) a way	QU	3	3	4	10	3
46	(but) I'm (quite)* sure	DD	2	1	6	9	3

RANK		CODE	A	B	C	FREQUENCY	RANGE
46	(and) at that* point	EM	1	1	7	9	3
	I (don't) think so	ET	4	4	1	9	3
	on the* course(s)	OF	4	5	-	9	2
	(but) generally* speaking	PI	-	5	4	9	2
	(and) as I* say	PI	-	-	9	9	1
	(as) I understand (it)	PI	1	4	4	9	3
	in this* (particular)* area	QU	2	-	7	9	2
	(over a)* period of time	TE	2	2	5	9	3
47	(in spite of)* the fact (that)	CI	-	1	7	8	2
	in order to	CI	6	2	-	8	2
	bye (bye)	GC	-	-	8	8	1
	good morning	GC	2	-	6	8	2
	in general	II	4	4	-	8	2
	(and)* in addition (to this)	IN	2	2	4	8	3
	(if) you're* (simply)* saying	IN	2	-	6	8	2
	on the* agenda	OF	8	-	-	8	1

RANK		CODE	A	B	C	FREQUENCY	RANGE
47	insofar as ... is concerned	QU	6	-	2	8	2
	by the* time	TE	1	5	2	8	3
	from time to time	TE	2	3	3	8	3
48	(or) whatever (it was)	CI	1	-	6	7	2
	in effect	EM	1	-	6	7	2
	(so) as I* say	EM	7	-	-	7	1
	thanks (for the call)	GC	-	-	7	7	1
	I (should)* imagine	PI	2	5	-	7	2
	in that	PI	1	1	5	7	3
	like (if)	PI	2	-	5	7	2
	we think	PI	-	-	7	7	1
	you('d) think	PI	6	-	1	7	2
	wait a minute (now)	PI	-	-	7	7	1
	(and) by the way	PI	-	-	7	7	1
	up here*	PL	1	3	3	7	3
	(from) my (personal) point of view	PO	-	5	2	7	2
	lots (of people)*	QU	-	-	7	7	1

RANK		CODE	A	B	C	FREQUENCY	RANGE
48	in some (other) way	QU	1	-	6	7	2
49	in this* regard	CI	2	1	3	6	3
	and so forth	CI	-	4	2	6	2
	(that's) a good* point	DD	4	2	-	6	2
	very* well	DD	1	1	4	6	3
	(there's) no doubt (about that*)	EM	-	1	5	6	2
	so far	EM	3	1	2	6	3
	(to) take a ... break (now)	ID	5	-	1	6	2
	if you like	II	3	-	3	6	2
	I'd like (to make a comment)*	IN	-	-	6	6	1
	a* classic* example (of)	OF	1	-	5	6	2
	(and)* what not	PI	3	1	2	6	3
	out here*	PL	1	-	5	6	2
	a couple of steps*	QU	-	1	5	6	2
	at the (design)* level (of)	QU	-	-	6	6	1

RANK		CODE	A	B	C	FREQUENCY	RANGE
49	people* like this*	QU	-	3	3	6	2
	(the basic)* part(s) of	QU	5	-	1	6	2
	in (the same)* position	QU	6	-	-	6	1
	(a)* type(s) of (thing)*	QU	-	6	-	6	1
	in this (very) general way	QU	2	-	4	6	2
	(a couple of) years ago	TE	-	1	5	6	2
	later on	TE	3	3	-	6	2
50	(it's a proven)* fact (of life)	CI	2	2	1	5	3
	with respect to	CI	1	-	4	5	2
	I (don't) agree (with you)	DD	1	-	4	5	2
	(but) I'm not (at all) sure	DD	2	-	3	5	2
	to (the full)* extent	EM	-	-	5	5	1
	as such	EM	-	1	4	5	2
	and yet	EM	-	-	5	5	1
	('re)* faced with	ID	1	-	4	5	2
	in my (own) mind	ID	1	3	1	5	3
	the eternal triangle	ID	-	-	5	5	1

RANK		CODE	A	B	C	FREQUENCY	RANGE
50	(bring this)* up to date	ID	1	-	4	5	2
	the other woman	ID	-	-	5	5	1
	it (really) doesn't* matter (what)	II	-	-	5	5	1
	let's* say	IN	3	-	2	5	2
	in the first place	IN	1	-	4	5	2
	as I've* said (before)	IN	-	1	4	5	2
	whereas (now)*	IN	5	-	-	5	1
	the Task Force	OF	-	-	5	5	1
	over* the phone	OF	-	1	4	5	2
	I'm afraid that	PI	1	-	4	5	2
	excuse me	PI	2	1	2	5	3
	that is,	PI	4	-	1	5	2
	(now) wait (a minute)	PI	-	-	5	5	1
	all over the world	PL	-	-	5	5	1
	a (certain)* amount of	QU	4	-	1	5	2
	in (almost all)* cases	QU	2	-	3	5	2
	in the* field(s) of	QU	2	-	3	5	2

RANK		CODE	A	B	C	FREQUENCY	RANGE
50	on the part of	QU	1	-	4	5	2
	so-called (lover)*	QU	-	-	5	5	1
	(so) how about it*	RQ	-	-	5	5	1
	is(n't) that right	RQ	2	1	2	5	3
	would* you think so*	RQ	5	-	-	5	1
	there are times (when)	TE	1	1	3	5	3
	for* the last (100)* years	TE	-	-	5	5	1
	(doing) your* own thing	VE	-	-	5	5	1
51	46 items		-	-	-	4	-
52	88 items		-	-	-	3	-
53	209 items		-	-	-	2	-
54	1157 items		-	-	-	1	1

LIST 24

FREQUENCY OF TWO WORD VERBS

SECTION A

RANK WITHIN CORPUS	RANK IN SECTION A		FREQUENCY IN SECTION A
1	1	COME BACK	22
3	1	GO BACK (INTO)	22
2	2	GO ON (TO)	18
7	3	CARRY ON	6
14	3	CATCH UP WITH	6
7	3	DEAL WITH	6
5	3	GO (RIGHT) THROUGH (TO)	6
18	3	TURN OFF	6
13	4	GO ALONG (WITH)	5
13	5	BRING IN	4
16	5	BUILD UP	4
10	5	COME IN	4
4	5	GO OUT (WITH)	4
16	5	PUT FORWARD	4
19	6	CARRY OUT	3
8	6	COME OUT	3
8	6	COME UP (WITH)	3
6	6	FIND OUT (ABOUT)	3
14	6	GO INTO	3
17	6	KEEP UP	3
13	6	PUT ON	3
19	6	WORK AT	3
15	7	BRING UP	2

RANK WITHIN CORPUS	RANK IN SECTION A	TWO-WORD VERBS	FREQUENCY IN SECTION A
22	7	COME INTO	2
23	7	DEAL IN	2
22	7	DRAIN OFF	2
15	7	END UP (WITH)	2
23	7	FILE IN	2
16	7	GET ALONG (WITH)	2
12	7	GET AWAY (FROM)	2
11	7	GET BACK (INTO)	2
14	7	GET BY	2
6	7	GIVE UP	2
19	7	LOOK BACK	2
22	7	MOVE ON	2
23	7	PICK OUT	2
9	7	PICK UP	2
22	7	REFER BACK	2
20	7	RUN INTO	2
22	7	SEND ON	2
22	7	SIT IN	2
23	7	SUM UP	2
22	7	TAKE AWAY	2
22	7	TAKE PART	2
22	7	TAKE PLACE	2
20	7	TAKE UP	2
23	7	TALK AWAY	2
21	7	TIE IN	2

RANK WITHIN CORPUS	RANK IN SECTION A	TWO-WORD VERB	FREQUENCY IN SECTION A
23	7	TOUCH ON	2
23	7	TRAIN UP	2
20	7	TURN OUT	2
14	7	WORK OUT	2
24	8	ALLOW FOR	1
22	8	BEGIN WITH	1
23	8	BRUSH UP	1
24	8	BUILD IN	1
24	8	CALL UPON	1
24	8	CARRY OVER	1
21	8	CLUTTER UP	1
24	8	COME FROM	1
22	8	COME OFF	1
17	8	COME ON	1
24	8	COME OVER	1
24	8	COME THROUGH	1
22	8	COME UNDER	1
24	8	CONJURE UP	1
24	8	COVER OFF	1
24	8	CUT BACK	1
21	8	CUT DOWN	1
24	8	CYCLE IN	1
24	8	DIRECT OFF	1
24	8	DO WITH	1
24	8	DRAW UP	1

RANK WITHIN CORPUS	RANK IN SECTION A	TWO-WORD VERB	FREQUENCY IN SECTION A
24	8	DROP BACK	1
23	8	DROP OFF	1
23	8	DROP OUT	1
24	8	DWELL ON	1
23	8	FALL BACK ON	1
24	8	FILL IN	1
17	8	GET ACROSS	1
24	8	GET AFTER	1
24	8	GET CAUGHT UP	1
20	8	GET DOWN (TO)	1
12	8	GET IN (ON)	1
23	8	GET OVER	1
22	8	GO AGAINST	1
14	8	GO AHEAD (WITH)	1
21	8	GO BY	1
20	8	GO DOWN	1
22	8	GO IN (FOR)	1
24	8	GO ON AROUND	1
24	8	GO ON THROUGH	1
19	8	GO OVER	1
20	8	GO UP (FOR)	1
21	8	GROW UP	1
24	8	HAMMER AWAY	1
24	8	JUMP UP	1

RANK WITHIN CORPUS	RANK IN SECTION A	TWO-WORD VERB	FREQUENCY IN SECTION A
24	8	KEEP ALONG	1
24	8	KEEP OUT	1
24	8	LEVEL WITH	1
16	8	LOOK AT	1
24	8	LOOK DOWN UPON	1
22	8	LOOK FORWARD	1
23	8	LOOK UPON	1
21	8	MAKE UP	1
23	8	MOVE OUT	1
22	8	OPEN UP	1
24	8	PHONE OVER	1
24	8	PILE UP	1
24	8	PLACE ON	1
24	8	PLUG IN	1
23	8	PUT ACROSS	1
24	8	PUT FORTH	1
23	8	PUT THROUGH	1
19	8	PUT UP	1
24	8	REVERT BACK	1
24	8	SAG BACK	1
24	8	SEE AROUND	1
22	8	SEND DOWN	1
23	8	SET ASIDE	1
24	8	SHIFT IN	1
24	8	SHUT DOWN	1

RANK WITHIN CORPUS	RANK IN SECTION A	TWO-WORD VERB	FREQUENCY IN SECTION A
23	4	SIT OUT	1
24	8	SLOW DOWN	1
24	8	SORT OUT	1
24	8	SPLIT UP	1
23	8	START OFF	1
20	8	START OUT	1
23	8	START WITH	1
23	8	STUMBLE ALONG	1
22	8	TAKE OFF	1
23	8	THINK BACK	1
23	8	TURN AROUND	1
24	8	TURN OVER	1
24	8	WALK AWAY	1
21	8	WORK ON	1
22	8	WRITE DOWN	1

FREQUENCY OF TWO WORD VERBS

SECTION B

RANK WITHIN CORPUS	RANK IN SECTION B		FREQUENCY IN SECTION B
1	1	COME BACK	25
2	2	GO ON (TO)	15
3	3	GO BACK (INTO)	14
5	4	GO (RIGHT) THROUGH (TO)	9
14	5	GET BY	8
4	5	GO OUT (WITH)	8
7	6	CARRY ON	7
12	6	GET AWAY (FROM)	7
9	6	PICK UP	7
16	7	COME ALONG	5
7	7	DEAL WITH	5
6	7	FIND OUT (ABOUT)	5
17	7	GET ACROSS	5
14	7	GET ON (WITH)	5
13	7	GO ALONG (WITH)	5
14	7	WORK OUT	5
15	8	BRING UP	4
8	8	COME OUT	4
16	8	GET ALONG (WITH)	4
11	8	GET BACK (INTO)	4
17	8	KEEP UP	4
13	9	BRING IN	3
22	9	CANCEL OUT	3

RANK WITHIN CORPUS	RANK IN SECTION B	TWO-WORD VERB	FREQUENCY IN SECTION B
14	9	CATCH UP (WITH)	3
8	9	COME UP (WITH)	3
19	9	GET UP (TO)	3
18	10	BRING OUT	2
23	10	CHECK ON	2
23	10	COME AROUND	2
23	10	CONTINUE ON	2
21	10	GO BY	2
20	10	GO DOWN	2
14	10	GO INTO	2
21	10	GO OFF	2
19	10	GO OVER	2
21	10	KEEP ON	2
19	10	LOOK BACK	2
22	10	LOOK FORWARD	2
16	10	PUT FORWARD	2
22	10	SEND DOWN	2
23	10	SHOOT DOWN	2
22	10	SIT DOWN	2
20	10	START OUT	2
16	10	TAKE OUT	2
23	10	TALK BACK	2
22	10	TRY OUT	2
21	10	WORK ON	2
22	10	WRITE DOWN	2
23	10	WRITE UP	2

RANK WITHIN CORPUS	RANK IN SECTION B	TWO-WORD VERB	FREQUENCY IN SECTION B
23	11	BACK UP	1
22	11	BEGIN WITH	1
20	11	BRING BACK	1
24	11	BRING DOWN	1
23	11	BRUSH UP	1
16	11	BUILD UP	1
24	11	BUMBLE ALONG	1
24	11	CARRY FORWARD	1
24	11	CHART OUT	1
23	11	CLEAR UP	1
22	11	COME DOWN (TO)	1
10	11	COME IN	1
17	11	COME ON	1
23	11	CUT OUT	1
24	11	DECIDE ON	1
24	11	DRAFT UP	1
24	11	DRIFT ON	1
24	11	DROP AWAY	1
15	11	END UP (WITH)	1
23	11	FALL BACK ON	1
24	11	FEED OUT	1
24	11	FIDDLE AROUND	1
22	11	FIGURE OUT	1
23	11	FINISH OFF	1
24	11	FOOL AROUND	1
24	11	FORM UP	1

RANK WITHIN CORPUS	RANK IN SECTION B	TWO-WORD VERB	FREQUENCY IN SECTION B
24	11	GATHER TOGETHER	1
24	11	GET AHEAD	1
21	11	GET AT	1
20	11	GET DOWN (TO)	1
12	11	GET IN (ON)	1
12	11	GET INTO	1
22	11	GET THROUGH	1
14	11	GO AHEAD (WITH)	1
24	11	GO AWAY	1
22	11	GO IN (FOR)	1
24	11	GO IN (WITH)	1
24	11	HANG ON	1
24	11	HELP OUT	1
23	11	MOVE BACK	1
22	11	MOVE UP	1
24	11	PAY OFF	1
24	11	PLAY BACK	1
24	11	PLUNK DOWN	1
24	11	PROVE OUT	1
24	11	PULL TOGETHER	1
24	11	PUMP INTO	1
24	11	PUSH INTO	1
23	11	PUT ACROSS	1
23	11	PUT IN	1
13	11	PUT ON	1
23	11	PUT OUT	1

RANK WITHIN CORPUS	RANK IN SECTION B	TWO-WORD VERB	FREQUENCY IN SECTION B
24	11	PUT RIGHT	1
23	11	PUT THROUGH	1
19	11	PUT UP	1
24	11	RATTLE OFF	1
22	11	REFER BACK	1
22	11	RUN OUT	1
24	11	RUN WITH	1
24	11	RUSH BACK	1
24	11	SEND OFF	1
22	11	SEND ON	1
23	11	SET ASIDE	1
23	11	SET UP	1
22	11	SHOW UP	1
22	11	SIT AROUND	1
24	11	STAND OUT	1
23	11	STAND UP	1
24	11	START OVER	1
23	11	START WITH	1
24	11	STAY AWAY FROM	1
23	11	STICK TO	1
23	11	STUMBLE ALONG	1
24	11	SWITCH OVER	1
22	11	TAKE PART	1
22	11	TAKE PLACE	1
20	11	TAKE UP	1
24	11	TALK OVER	1

RANK WITHIN CORPUS	RANK IN SECTION B	TWO-WORD VERB	FREQUENCY IN SECTION B
23	11	THINK BACK	1
24	11	TRANSFER BACK	1
18	11	TURN OFF	1
24	11	USE UP	1
24	11	WALK UP	1
24	11	WARM UP	1
24	11	WARN AGAINST	1
24	11	WEED OUT	1
23	11	WORK IN	1
24	11	WORK TOWARDS	1

FREQUENCY OF TWO WORD VERBS

SECTION C

RANK WITHIN CORPUS	RANK IN SECTION C		FREQUENCY IN SECTION C
2	1	GO ON (TO)	19
6	2	GIVE UP	18
4	3	GO OUT (WITH)	17
3	4	GO BACK (INTO)	12
6	4	FIND OUT (ABOUT)	12
12	4	GET INTO	12
12	4	SET UP	12
8	5	COME UP (WITH)	11
12	5	GET IN (ON)	11
14	5	GET OUT (OF)	11
10	6	COME IN	10
8	6	COME OUT	10
14	7	GO AHEAD (WITH)	9
16	7	POINT OUT	9
16	7	RUN AROUND	9
11	8	GET BACK (INTO)	8
5	8	GO (RIGHT) THROUGH (TO)	8
16	8	LOOK AT	8
13	8	PUT ON	8
18	9	BREAK UP	7
7	9	DEAL WITH	7
15	9	END UP (WITH)	7
9	9	PICK UP	7

RANK WITHIN CORPUS	RANK IN SECTION C	TWO-WORD VERB	FREQUENCY IN SECTION C
16	9	TAKE OUT	7
1	10	COME BACK	6
17	10	COME ON	6
14	10	GET ON (WITH)	6
14	10	GO INTO	6
19	10	LOOK AFTER	6
19	10	LOOK FOR	6
19	10	MOVE IN	6
13	11	BRING IN	5
18	11	BRING OUT	5
7	11	CARRY ON	5
20	11	TAKE OVER	5
20	12	BRING BACK	4
15	12	BRING UP	4
16	12	BUILD UP	4
21	12	CHECK OUT	4
16	12	COME ALONG	4
21	12	CUT DOWN	4
21	12	DEPEND ON	4
12	12	GET AWAY (FROM)	4
20	12	GO UP (FOR)	4
21	12	HOLD BACK	4
19	12	PUT UP	4
14	12	WORK OUT	4
22	13	BRING ABOUT	3
22	13	CALL IN	3

RANK WITHIN CORPUS	RANK IN SECTION C	TWO-WORD VERB	FREQUENCY IN SECTION C
19	13	CARRY OUT	3
22	13	CLOSE DOWN	3
21	13	CLUTTER UP	3
21	13	CUT DOWN	3
16	13	GET ALONG (WITH)	3
21	13	GET AT	3
20	13	GET DOWN (TO)	3
19	13	GET UP (TO)	3
19	13	GO OVER	3
21	13	GROW UP	3
22	13	JOIN IN	3
22	13	LOOK TO	3
21	13	MAKE UP	3
22	13	MIX UP	3
16	13	PUT FORWARD	3
22	13	PUT OFF	3
22	13	READ ALOUD	3
20	13	RUN INTO	3
22	13	STRAP DOWN	3
20	13	TURN OUT	3
22	13	WIPE OUT	3
19	13	WORK AT	3
23	14	BREAK DOWN	2
23	14	BUY BACK	2
14	14	CATCH UP (WITH)	2
22	14	COME DOWN (TO)	2

RANK WITHIN CORPUS	RANK IN SECTION C	TWO-WORD VERB	FREQUENCY IN SECTION C
22	14	COME OFF	2
22	14	COME UNDER	2
23	14	DO AWAY WITH	2
22	14	FIGURE OUT	2
23	14	FINISH UP	2
17	14	GET ACROSS	2
22	14	GET THROUGH	2
22	14	GO AGAINST	2
13	14	GO ALONG WITH	2
20	14	GO DOWN	2
21	14	GO OFF	2
23	14	KEEP FROM	2
21	14	KEEP ON	2
23	14	KEEP STRAIGHT	2
23	14	LEAVE OUT	2
23	14	LIVE ON	2
19	14	LOOK BACK	2
23	14	LOOK INTO	2
23	14	LOOK OUT	2
22	14	MOVE UP	2
22	14	OPEN UP	2
23	14	PHONE IN	2
23	14	PULL UP	2
23	14	PUT TOGETHER	2
23	14	RULE OUT	2
22	14	RUN OUT	2

RANK WITHIN CORPUS	RANK IN SECTION C	TWO-WORD VERB	FREQUENCY IN SECTION C
23	14	SELL ON	2
23	14	SET OUT	2
22	14	SHOW UP	2
23	14	SHUT UP	2
22	14	SIT AROUND	2
23	14	SPELL OUT	2
23	14	START IN	2
20	14	START OUT	2
23	14	STAY ON	2
23	14	TAKE IN	2
22	14	TAKE OFF	2
23	14	TAKE ON	2
20	14	TAKE UP	2
21	14	TIE IN	2
23	14	WALK OUT	2
24	15	ACT UP	1
24	15	APPLY FOR	1
23	15	BACK UP	1
24	15	BAIL OUT	1
24	15	BALK AT	1
22	15	BEGIN WITH	1
24	15	BLAME ON	1
24	15	BLOCK OFF	1
24	15	BLOW UP	1
24	15	BORDER ON	1
24	15	BREAK EVEN	1

RANK WITHIN CORPUS	RANK IN SECTION C	TWO-WORD VERB	FREQUENCY IN SECTION C
24	15	BREAK OUT OF	1
24	15	BRING OVER	1
24	15	CALL FOR	1
24	15	CHAIN UP	1
24	15	CLEAN OFF (OF)	1
24	15	CLEAN UP	1
23	15	CLEAR UP	1
24	15	CLOSE UP	1
24	15	COME ACROSS	1
24	15	COME OUT WITH	1
24	15	COME TO	1
22	15	COME INTO	1
24	15	COME UPON	1
24	15	CON INTO	1
24	15	COP OUT	1
24	15	CUT IN	1
23	15	CUT OUT	1
24	15	CUT THROUGH	1
24	15	DIVIDE IN	1
22	15	DRAIN OFF	1
24	15	DRIFT APART	1
24	15	DRIVE IN	1
23	15	DROP OFF	1
24	15	ENGAGE IN	1
24	15	FADE AWAY	1
24	15	FALL APART	1

RANK WITHIN CORPUS	RANK IN SECTION C	TWO-WORD VERB	FREQUENCY IN SECTION C
23	15	FINISH OFF	1
24	15	FLOW IN	1
24	15	FLY APART	1
24	15	FLY BACK	1
24	15	FLY IN	1
24	15	FOLLOW THROUGH	1
24	15	FOLLOW UP	1
24	15	FROWN UPON	1
24	15	GANG UP	1
24	15	GEAR UP	1
23	15	GET AROUND	1
14	15	GET BY	1
24	15	GET OFF	1
24	15	GET INTO	1
23	15	GET OVER	1
24	15	GET RID OF	1
24	15	GIVE AWAY	1
24	15	GIVE IN	1
24	15	GO ABOUT	1
24	15	GO AFTER	1
21	15	GO BY	1
24	15	GO FOR	1
22	15	GO IN (FOR)	1
24	15	GO WRONG WITH	1
24	15	HANG ONTO	1
24	15	HANG WITH	1

RANK WITHIN CORPUS	RANK IN SECTION C	TWO-WORD VERB	FREQUENCY IN SECTION C
24	15	HAPPEN ALONG	1
24	15	HARK BACK	1
24	15	HEAD BACK	1
24	15	HEAR FROM	1
24	15	INVITE UP	1
24	15	JOIN TOGETHER	1
24	15	KEEP OUT OF	1
17	15	KEEP UP	1
24	15	KICK OUT	1
24	15	LAND ON	1
24	15	LEAVE FREE TO	1
24	15	LIVE UP TO	1
24	15	LOOK AHEAD	1
24	15	LOOK AROUND	1
24	15	LOOK DOWN ON	1
23	15	LOOK UPON	1
24	15	MARK DOWN	1
24	15	MARK OUT	1
24	15	MATCH UP	1
24	15	MESS UP	1
23	15	MOVE BACK	1
22	15	MOVE ON	1
23	15	MOVE OUT	1
24	15	NAME AFTER	1
24	15	PACK UP	1
24	15	PASS AROUND	1

RANK WITHIN CORPUS	RANK IN SECTION C	TWO-WORD VERB	FREQUENCY IN SECTION C
24	15	PASS ON	1
24	15	PICK FOR	1
24	15	PUT BACK	1
23	15	PUT IN	1
23	15	PUT OUT	1
24	15	RAKE OFF	1
24	15	READ ACROSS	1
24	15	READ OVER	1
24	15	ROLL ON	1
24	15	SET FOR	1
24	15	SETTLE DOWN	1
22	15	SIT IN	1
24	15	SHUT OUT	1
24	15	SIGN UP	1
24	15	SIT BACK	1
22	15	SIT DOWN	1
23	15	SIT OUT	1
24	15	SPEAK ON	1
24	15	SPEED UP	1
23	15	STAND UP	1
23	15	START OFF	1
24	15	STEER THROUGH	1
24	15	STEP IN	1
23	15	STICK TO	1
24	15	STRAP ON	1
24	15	SUCK IN	1

RANK WITHIN CORPUS	RANK IN SECTION C	TWO-WORD VERB	FREQUENCY IN SECTION C
22	15	TAKE AWAY	1
24	15	TAKE BACK	1
24	15	TAKE UPON	1
24	15	TEAM UP	1
24	15	THROW BACK	1
24	15	TIDY UP	1
24	15	TIE DOWN	1
24	15	TRAMPLE DOWN	1
24	15	TRAMPLE OVER	1
22	15	TRY OUT	1
24	15	TURF OUT	1
23	15	TURN AROUND	1
24	15	TURN DOWN	1
24	15	VOTE OUT	1
24	15	WIND UP WITH	1
23	15	WORK IN	1
21	15	WORK ON	1
24	15	WORRY ABOUT	1
24	15	WRAP UP	1
24	15	ZERO IN (ON)	1

LIST 27

FREQUENCY AND RANGE TABLE

TWO WORD VERBS

RANK		SECTION A	SECTION B	SECTION C	FREQUENCY	RANGE
1	COME BACK	22	25	6	53	3
2	GO ON (TO)	18	15	19	52	3
3	GO BACK (INTO)	22	14	12	48	3
4	GO OUT (WITH)	4	8	17	29	3
5	GO (RIGHT) THROUGH (TO)	6	9	8	23	3
6	FIND OUT (ABOUT)	3	5	12	20	3
	GIVE UP	2	-	18	20	2
7	CARRY ON	6	7	5	18	3
	DEAL WITH	6	5	7	18	3
8	COME OUT	3	4	10	17	3
	COME UP (WITH)	3	3	11	17	3
9	PICK UP	2	7	7	16	3
10	COME IN	4	1	10	15	3
11	GET BACK (INTO)	2	4	8	14	3
12	GET AWAY (FROM)	2	7	4	13	3
	GET IN (ON)	1	1	11	13	3
	GET INTO	-	1	12	13	2
	SET UP	-	1	12	13	2
13	BRING IN	4	3	5	12	3
	GO ALONG (WITH)	5	5	2	12	3
	PUT ON	3	1	8	12	3

RANK		A	B	C	FREQUENCY	RANGE
14	CATCH UP (WITH)	6	3	2	11	3
	GET BY	2	8	1	11	3
	GET ON (WITH)	-	5	6	11	2
	GET OUT (OF)	-	-	11	11	1
	GO AHEAD (WITH)	1	1	9	11	3
	GO INTO	3	2	6	11	3
	WORK OUT	2	5	4	11	3
15	BRING UP	2	4	4	10	3
	END UP (WITH)	2	1	7	10	3
16	BUILD UP	4	1	4	9	3
	COME ALONG	-	5	4	9	2
	GET ALONG (WITH)	2	4	3	9	3
	LOOK AT	1	-	8	9	2
	POINT OUT	-	-	9	9	1
	PUT FORWARD	4	2	3	9	3
	RUN AROUND	-	-	9	9	1
	TAKE OUT	-	2	7	9	2
17	COME ON	1	1	6	8	3
	GET ACROSS	1	5	2	8	3
	KEEP UP	3	4	1	8	3
18	BREAK UP	-	-	7	7	1
	BRING OUT	-	2	5	7	2
	TURN OFF	6	1	-	7	2
19	CARRY OUT	3	-	3	6	2
	GET UP (TO)	-	3	3	6	2

RANK		A	B	C	FREQUENCY	RANGE
19	GO OVER	1	2	3	6	3
	LOOK AFTER	-	-	6	6	1
	LOOK BACK	2	2	2	6	3
	LOOK FOR	-	-	6	6	1
	MOVE IN	-	-	6	6	1
	PUT UP	1	1	4	6	3
	WORK AT	3	-	3	6	2
20	BRING BACK	-	1	4	5	2
	GET DOWN (TO)	1	1	3	5	3
	GO DOWN	1	2	2	5	3
	GO UP (FOR)	1	-	4	5	2
	RUN INTO	2	-	3	5	2
	START OUT	1	2	2	5	3
	TAKE OVER	-	-	5	5	1
	TAKE UP	2	1	2	5	3
	TURN OUT	2	-	3	5	2
21	CHECK OUT	-	-	4	4	1
	CLUTTER UP	1	-	3	4	2
	CUT DOWN	1	-	3	4	2
	CUT OFF (FROM)	-	-	4	4	1
	DEPEND ON	-	-	4	4	1
	GET AT	-	1	3	4	2
	GO AROUND	-	-	4	4	1
	GO BY	1	2	1	4	3
	GO OFF	-	2	2	4	2

RANK		A	B	C	FREQUENCY	RANGE
21	GROW UP	1	-	3	4	2
	HOLD BACK	-	-	4	4	1
	KEEP ON	-	2	2	4	2
	MAKE UP	1	-	3	4	2
	TIE IN	2	-	2	4	2
	WORK ON	1	2	1	4	3
22	BEGIN WITH	1	1	1	3	3
	BRING ABOUT	-	-	3	3	1
	CALL IN	-	-	3	3	1
	CANCEL OUT	-	3	-	3	1
	CLOSE DOWN	-	-	3	3	1
	COME DOWN (TO)	-	1	2	3	2
	COME INTO	2	-	1	3	2
	COME OFF	1	-	2	3	2
	COME UNDER	1	-	2	3	2
	DRAIN OFF	2	-	1	3	2
	FIGURE OUT	-	1	2	3	2
	GET THROUGH	-	1	2	3	2
	GO AGAINST	1	-	2	3	2
	GO IN (FOR)	1	1	1	3	3
	JOIN IN	-	-	3	3	1
	LOOK FORWARD	1	2	-	3	2
	LOOK TO	-	-	3	3	1
	MIX UP	-	-	3	3	1
	MOVE ON	2	-	1	3	2

RANK		A	B	C	FREQUENCY	RANGE
22	MOVE UP	-	1	2	3	2
	OPEN UP	1	-	2	3	2
	PUT OFF	-	-	3	3	1
	READ ALOUD	-	-	3	3	1
	REFER BACK	2	1	-	3	2
	RUN OUT	-	1	2	3	2
	SEND DOWN	1	2	-	3	2
	SEND ON	2	1	-	3	2
	SHOW UP	-	1	2	3	2
	SIT AROUND	-	1	2	3	2
	SIT DOWN	-	2	1	3	2
	SIT IN	2	-	1	3	2
	STRAP DOWN	-	-	3	3	1
	TAKE AWAY	2	-	1	3	2
	TAKE OFF	1	-	2	3	2
	TAKE PART	2	1	-	3	2
	TAKE PLACE	2	1	-	3	2
	TRY OUT	-	2	1	3	2
	WIPE OUT	-	-	3	3	1
	WRITE DOWN	1	2	-	3	2
23	BACK UP	-	1	1	2	2
	BREAK DOWN	-	-	2	2	1
	BRUSH UP	1	1	-	2	2
	BUY BACK	-	-	2	2	1
	CHECK ON	-	2	-	2	1

RANK		A	B	C	FREQUENCY	RANGE
23	CLEAR UP	-	1	1	2	2
	COME AROUND	-	2	-	2	1
	CONTINUE ON	-	2	-	2	1
	CUT OUT	-	1	1	2	2
	DEAL IN	2	-	-	2	1
	DO AWAY WITH	-	-	2	2	1
	DROP OFF	1	-	1	2	2
	DROP OUT	1	-	1	2	2
	FALL BACK ON	1	1	-	2	2
	FILE IN	2	-	-	2	1
	FINISH OFF	-	1	1	2	2
	FINISH UP	-	-	2	2	1
	GET AROUND	-	1	1	2	2
	GET OVER	1	-	1	2	2
	KEEP FROM	-	-	2	2	1
	KEEP STRAIGHT	-	-	2	2	1
	LEAVE OUT	-	-	2	2	1
	LIVE ON	-	-	2	2	1
	LOOK INTO	-	-	2	2	1
	LOOK OUT	-	-	2	2	1
	LOOK UPON	1	-	1	2	2
	MOVE BACK	-	1	1	2	2
	MOVE OUT	1	-	1	2	2
	PUT TOGETHER	-	-	2	2	1
	PHONE IN	-	-	2	2	1

RANK		A	B	C	FREQUENCY	RANGE
23	PICK OUT	2	-	-	2	1
	PULL UP	-	-	2	2	1
	PUT ACROSS	1	1	-	2	2
	PUT IN	-	1	1	2	2
	PUT OUT	-	1	1	2	2
	PUT THROUGHT	1	1	-	2	2
	RULE OUT	-	-	2	2	1
	SELL ON	-	-	2	2	1
	SET ASIDE	1	1	-	2	2
	SET OUT	-	-	2	2	1
	SHOOT DOWN	-	2	-	2	1
	SHUT UP	-	-	2	2	1
	SIT OUT	1	-	1	2	2
	SPELL OUT	-	-	2	2	1
	STAND UP	-	1	1	2	2
	START IN	-	-	2	2	1
	START OFF	1	-	1	2	2
	START WITH	1	1	-	2	2
	STAY ON	-	-	2	2	1
	STICK TO	-	1	1	2	2
	STUMBLE ALONG	1	1	-	2	2
	SUM UP	2	-	-	2	1
	TAKE IN	-	-	2	2	1
	TAKE ON	-	-	2	2	1
	TALK AWAY	2	-	-	2	1

RANK		A	B	C	FREQUENCY	RANGE
23	TALK BACK	-	2	-	2	1
	THINK BACK	1	1	-	2	2
	TOUCH ON	2	-	-	2	1
	TRAIN UP	2	-	-	2	1
	TURN AROUND	1	-	1	2	2
	WALK OUT	-	-	2	2	1
	WORK IN	-	1	1	2	2
	WRITE UP	-	2	-	2	1
24	ACT UP	-	-	1	1	1
	ALLOW FOR	1	-	-	1	1
	APPLY FOR	-	-	1	1	1
	BAIL OUT	-	-	1	1	1
	BALK AT	-	-	1	1	1
	BLAME ON	-	-	1	1	1
	BLOCK OFF	-	-	1	1	1
	BLOW UP	-	-	1	1	1
	BORDER ON	-	-	1	1	1
	BREAK EVEN	-	-	1	1	1
	BREAK OUT OF	-	-	1	1	1
	BRING DOWN	-	1	-	1	1
	BRING OVER	-	-	1	1	1
	BUILD IN	1	-	-	1	1
	BUMBLE ALONG	-	1	-	1	1
	CALL FOR	-	-	1	1	1
	CALL UPON	1	-	-	1	1

RANK		A	B	C	FREQUENCY	RANGE
24	CARRY FORWARD	-	1	-	1	1
	CARRY OVER	1	-	-	1	1
	CHAIN UP	-	-	1	1	1
	CHART OUT	-	1	-	1	1
	CLEAN OFF (OF)	-	-	1	1	1
	CLEAN UP	-	-	1	1	1
	CLOSE UP	-	-	1	1	1
	COME ACROSS	-	-	1	1	1
	COME FROM	1	-	-	1	1
	COME OUT WITH	-	-	1	1	1
	COME OVER	1	-	-	1	1
	COME THROUGH	1	-	-	1	1
	COME TO	-	-	1	1	1
	COME UPON	-	-	1	1	1
	CON INTO	-	-	1	1	1
	CONJURE UP	1	-	-	1	1
	COP OUT	-	-	1	1	1
	COVER OFF	1	-	-	1	1
	CUT BACK	1	-	-	1	1
	CUT IN	-	-	1	1	1
	CUT THROUGH	-	-	1	1	1
	CYCLE IN	1	-	-	1	1
	DECIDE ON	-	1	-	1	1
	DIRECT OFF	1	-	-	1	1
	DIVIDE IN	-	-	1	1	1

RANK		A	B	C	FREQUENCY	RANGE
24	DO WITH	1	-	-	1	1
	DRAFT UP	-	1	-	1	1
	DRAW UP	1	-	-	1	1
	DRIFT APART	-	-	1	1	1
	DRIFT ON	-	1	-	1	1
	DRIVE IN	-	-	1	1	1
	DROP AWAY	-	1	-	1	1
	DROP BACK	1	-	-	1	1
	DWELL ON	1	-	-	1	1
	ENGAGE IN	-	-	1	1	1
	FADE AWAY	-	-	1	1	1
	FALL APART	-	-	1	1	1
	FEED OUT	-	1	-	1	1
	FIDDLE AROUND	-	1	-	1	1
	FILL IN	1	-	-	1	1
	FLOW IN	-	-	1	1	1
	FLY APART	-	-	1	1	1
	FLY BACK	-	-	1	1	1
	FLY IN	-	-	1	1	1
	FOLLOW THROUGH	-	-	1	1	1
	FOLLOW UP	-	-	1	1	1
	FOOL AROUND	-	1	-	1	1
	FORM UP	-	1	-	1	1
	FROWN UPON	-	-	1	1	1
	GANG UP	-		1	1	1

RANK		A	B	C	FREQUENCY	RANGE
24	GATHER TOGETHER	-	1	-	1	1
	GEAR UP	-	-	1	1	1
	GET AFTER	1	-	-	1	1
	GET AHEAD	-	1	-	1	1
	GET CAUGHT UP	1	-	-	1	1
	GET OFF	-	-	1	1	1
	GET ONTO	-	-	1	1	1
	GET RID OF	-	-	1	1	1
	GIVE AWAY	-	-	1	1	1
	GIVE IN	-	-	1	1	1
	GO ABOUT	-	-	1	1	1
	GO AFTER	-	-	1	1	1
	GO AWAY	-	1	-	1	1
	GO FOR	-	-	1	1	1
	GO IN (WITH)	-	1	-	1	1
	GO ON AROUND	1	-	-	1	1
	GO ON THROUGH	1	-	-	1	1
	GO WRONG WITH	-	-	1	1	1
	HAMMER AWAY	1	-	-	1	1
	HANG ON	-	1	-	1	1
	HANG ONTO	-	-	1	1	1
	HANG WITH	-	-	1	1	1
	HAPPEN ALONG	-	-	1	1	1
	HARK BACK	-	-	1	1	1
	HEAD BACK	-	-	1	1	1

RANK		A	B	C	FREQUENCY	RANGE
24	HEAR FROM	-	-	1	1	1
	HELP OUT	-	1	-	1	1
	INVITE UP	-	-	1	1	1
	JOIN TOGETHER	-	-	1	1	1
	JUMP UP	1	-	-	1	1
	KEEP ALONG	1	-	-	1	1
	KEEP OUT	1	-	-	1	1
	KEEP OUT OF	-	-	1	1	1
	KICK OUT	-	-	1	1	1
	LAND ON	-	-	1	1	1
	LEAVE FREE TO	-	-	1	1	1
	LEVEL WITH	1	-	-	1	1
	LIVE UP TO	-	-	1	1	1
	LOOK AHEAD	-	-	1	1	1
	LOOK AROUND	-	-	1	1	1
	LOOK DOWN ON	-	-	1	1	1
	LOOK DOWN UPON	1	-	-	1	1
	MARK DOWN	-	-	1	1	1
	MARK OUT	-	-	1	1	1
	MATCH UP	-	-	1	1	1
	MESS UP	-	-	1	1	1
	NAME AFTER	-	-	1	1	1
	PACK UP	-	-	1	1	1
	PASS AROUND	-	-	1	1	1
	PASS ON	-	-	1	1	1

RANK		A	B	C	FREQUENCY	RANGE
24	PAY OFF	-	1	-	1	1
	PHONE OVER	1	-	-	1	1
	PICK FOR	-	-	1	1	1
	PILE UP	1	-	-	1	1
	PLACE ON	1	-	-	1	1
	PLAY BACK	-	1	-	1	1
	PLUG IN	1	-	-	1	1
	PLUNK DOWN	-	1	-	1	1
	PROVE OUT	-	1	-	1	1
	PULL TOGETHER	-	1	-	1	1
	PUMP INTO	-	1	-	1	1
	PUSH INTO	-	1	-	1	1
	PUT BACK	-	-	1	1	1
	PUT FORTH	1	-	-	1	1
	PUT RIGHT	-	1	-	1	1
	RAKE OFF	-	-	1	1	1
	RATTLE OFF	-	1	-	1	1
	READ ACROSS	-	-	1	1	1
	READ OVER	-	-	1	1	1
	REVERT BACK	1	-	-	1	1
	ROLL ON	-	-	1	1	1
	RUN WITH	-	1	-	1	1
	RUSH BACK	-	1	-	1	1
	SAG BACK	1	-	-	1	1
	SEE AROUND	1	-	-	1	1

RANK		A	B	C	FREQUENCY	RANGE
24	SEND OFF	-	1	-	1	1
	SET FOR	-	-	1	1	1
	SETTLE DOWN	-	-	1	1	1
	SHIFT IN	1	-	-	1	1
	SHUT DOWN	1	-	-	1	1
	SHUT OUT	-	-	1	1	1
	SIGN UP		-	1	1	1
	SIT BACK	-	-	1	1	1
	SLOW DOWN	1	-	-	1	1
	SORT OUT	1	-	-	1	1
	SPEAK ON	-	-	1	1	1
	SPEED UP	-	-	1	1	1
	SPLIT UP	1	-	-	1	1
	STAND OUT	-	1	-	1	1
	START OVER	-	1	-	1	1
	STAY AWAY FROM	-	1	-	1	1
	STEER THROUGH	-	-	1	1	1
	STEP IN	-	-	1	1	1
	STRAP ON	-	-	1	1	1
	SUCK IN	-	-	1	1	1
	SWITCH OVER	-	1	-	1	1
	TAKE BACK	-	-	1	1	1
	TAKE UPON	-	-	1	1	1
	TALK OVER	-	1	-	1	1
	TEAM UP	-	-	1	1	1

RANK		A	B	C	FREQUENCY	RANGE
24	THROW BACK	-	-	1	1	1
	TIDY UP	-	-	1	1	1
	TIE DOWN	-	-	1	1	1
	TRAMPLE DOWN	-	-	1	1	1
	TRAMPLE OVER	-	-	1	1	1
	TRANSFER BACK	-	1	-	1	1
	TURF OUT	-	-	1	1	1
	TURN DOWN	-	-	1	1	1
	TURN OVER	1	-	-	1	1
	USE UP	-	1	-	1	1
	VOTE OUT	-	-	1	1	1
	WALK AWAY	1	-	-	1	1
	WALK UP	-	1	-	1	1
	WARM UP	-	1	-	1	1
	WARN AGAINST	-	1	-	1	1
	WEED OUT	-	1	-	1	1
	WIND UP WITH	-	-	1	1	1
	WORK TOWARDS	-	1	-	1	1
	WORRY ABOUT	-	-	1	1	1
	WRAP UP	-	-	1	1	1
	ZERO IN (ON)	-	-	1	1	1

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

THE IMPORTANCE OF FIXED EXPRESSIONS IN ORAL SPONTANEITY

When you put it that way, to my mind, we're just
putting words in their mouths, so to speak..

VOLUME IV

Glenn Barker
Helen Sorhus

DIRECTORATE OF STUDIES
STAFF DEVELOPMENT BRANCH
PUBLIC SERVICE COMMISSION

STAFF DEVELOPMENT BRANCH

PUBLIC SERVICE COMMISSION

OTTAWA

REPORT SUBMITTED MARCH 1972

REVISED JANUARY 1975

APPENDIX

	VOLUME	TAPE 17A--20A	TAPE 17B--20B	TAPE 21A--24A	TAPE 21B--24B	SECT. A	SECT. B	SECT.'s AB	SECT. C	COMPOSITE ABC
TAPING PROCEDURE	II p. 170									
SYNECTIC WORKSHOP	II p. 177									
SEMANTIC GROUPINGS	II					LIST 1 p.191	LIST 2 p.216		LIST 3 p.235	LIST 4 p.270
KEY WORD	III							LIST 5 p.346	LIST 6 p.354	LIST 7 p.362
TWO WORD VERBS	III	LIST 8 p.374	LIST 9 p.376	LIST 10 p.378	LIST 11 p.380	LIST 12 p.382	LIST 13 p.385		LIST 14 p.388	LIST 15 p.394
BE PLUS ADJUNCT	III					LIST 16 p.402	LIST 17 p.403		LIST 18 p.404	LIST 19 p.405
FREQUENCY OF F.E.'s	III					LIST 20 p.406	LIST 21 p.412		LIST 22 p.417	LIST 23 p.424
FREQUENCY OF 2 W.V.'s	III					LIST 24 p.435	LIST 25 p.441		LIST 26 p.447	LIST 27 p.457
COMBINED F.E.'s	IV					LIST 28 p.472	LIST 29 p.478		LIST 30 p.482	
EXAMPLE F.E.'s	IV									LIST 31 p.497
EXAMPLE 2 W.V.'s	IV									LIST 32 p.522
EXAMPLE BE +	IV									LIST 33 p.528
CATALOGUE OF F.E.'s	IV									LIST 34 p.530
CALCULATIONS	IV p. 593									

COMBINED FIXED EXPRESSIONS

SECTION A

Listed in order of first occurrence

TAPE 17A

if you wish / from a personal point of view

beforehand / so that

so / I don't have any idea of

we all know / I think

it's not looked down upon / you know

it seems to me / at least

in my own case / I would dearly love to

to get by / so far as

I'm behind the eight ball / to get caught up again

TAPE 18A

thank you very much / first of all

with the idea / first of all

on the basis / at any rate

mixed up / so much

so / you find that

TAPE 19A

that's right / that's right

I see / I see / all right

in some sort of way / at least

at least / get to a point

you know / just a sort of smattering

TAPE 20A

all right / first of all

just take it as it comes / I think

on staff / in other words

yes well / that's fine

well / in my particular case

I think that / in almost all cases

for too long a time / as well as

to carry on / and so

going along / sort of / for the ride

I think / all three of you

in that position / I mean

well / in my particular case

is there any way around that / do you think

TAPE 21A

well / in my particular case / it happens that

in the process of / building up

ran into / the staff freeze

putting in time / and that's it

all right / well

it's as good a time now / I should think

I presume / you mean

I think / it's just a matter of

there's an honest way around it / except to say that

I think / as a result

well / I think

to begin with / shall we say

of course / when you put it that way

this is true / I know / in my own case / there are times

well / do you think

on the course / at all

and in one case / I know

all right / that's fine / I wonder

what I mean / so that I find

I should say / I would ordinarily say

the only thing I can think of / along those lines

out of town / to live in French

at all / I put it to you

at the other end / I think

well / I don't think

well / I think

come back again / I think

TAPE 22A

to make a comment or two / later on

all right / well

once you get down to work / it's back into the English

insofar as / dealing with

I would think / but I'm not sure

your point of view / in this regard

you've got some bugs to work out / I think

once - / well - / you know

I just don't know / I think

oh right from the start / yes so that

I know / from time to time

get more out of it / I think

I think too / to take, say, and hour and a half out of the day

fine / can you think / can you suggest

so far / at least

going on / back at the shop / right

more or less / I may say

I think / you know

well / I think

and so / I'm going to cut this guy's water off

sorry / if for example

concentrate with everything you have / kind of strain your ear

I know / from time to time

TAPE 23A

well / thank you very much

all right / that's all right

from any point of view / any point of view

away on French / at the present time

well / you know

I think that / given the right kinds of opportunities

fine / I think

from this point of view / from the point of view

well / I think

I'm sorry / excuse me

would you think that / well

well / I guess

this kind of thing / it seems to me

well / I'm just saying

well / I would say

well / I think

what you're saying then / you'd think

well / I don't think

come back at you / see

you know / I don't know

I think that / I find that / going from 8:30 to 5:00

you see / I don't think

I find that / you know

say five or six hours a day / or whatever / say five hours

in the flow of conversation / in a flow on television or / on radio

they just do things their own way / that's all

TAPE 24A

this raises many questions / I think

I think / this is true / I think

well / in the first place

well / I know that

for example / do you think

well / I definitely feel

coming into service / whereas at the moment

in my particular case / I'll be honest with

at the moment / I think

well / you see

and then / I went on

on the other hand / I think

in general / one of them

on the board / and then

a course like this / by updating

you think / in some instances

well / I think that

I'm getting full pay / to go on

say / look

well / this is right

in the early stages / I think

this to me / this to me

would you say / for example

all the time / in fact

the name of the game / as far as I'm concerned

at least / in the past / it has been the practice to

oh I see / I'm sorry / fine

this was impossible / they said

at my level / or something / I just don't know

take a course / at all / well

in about March or April / it would be logical

COMBINED FIXED EXPRESSIONS

SECTION B

Listed in order of first occurrence

TAPE 17B

out of the question / so far as

all right / as far as

pumped into you / to the point of fatigue

well / I think

there again / that depends

that point of view / I think

I think / you're quite right / the two pull together

in my own bumbling way / with no trouble

all sorts of things / no doubt

TAPE 18B

for example / right now

this type of thing / I think

that's right / but in addition to this

TAPE 19B

well / what I had in mind

on company time, / say, eight-thirty

just the idea of sort of / keeping your hand in

for at least / at least five hours

they're sort of / waiting with their mouth open

sort of / more or less

the point of no return / I think

TAPE 20B

a person that's completely green / on the other hand
this sort of thing / you know
as a matter of fact / I was just about / climbing up the wall
from my point of view / I have heard / people say

TAPE 21B

and all this sort of thing / you know
I think / we'll call a halt now
I really don't know / I don't know / I think
well / I don't know / I think
I imagine / well
well / I certainly think
and so on / I don't think
I think / it's a matter of
yes well / to go along with this
that's right / that's right
you know / I don't know / I don't know

TAPE 22B

I'm sort of / looking forward to
well / say...
sort of / finish it off
come back / again and again
generally speaking / broadly speaking
if you have an ear for / that kind o thing
its true / you know

of course / of course

well no / well

I would say / generally speaking

well / I'd like to thank you very much

TAPE 23B

well / I think / (2 occurrences)

on the company time / if you want / once a week / say from eight thirty

come back / once a week / say for two hours

that's true / I wonder

for instance / you know

kind of concept / you know

in face to face situations / you know

I think / you know

I know / later on

that stands out / in my mind / most of all

well / I think

that's right / that's right

that's right / that's right / well / I think

TAPE 24B

right / that's right

make sure that / keeps an eye on / this kind of thing

quite a lot / I believe / I think

well / I guess

well / from my standpoint

off season / so to speak

it was like / starting over again / I definitely feel

a little bit / in your opinion

a new bunch of people / all the time
as a result of this / you know
it would be better / to come back
well / I think that / this is the case
right at that point / as long as
at that point / that's fine
yes well / I think
all night / say / they say
say / all right / in my particular case
at a particular time / getting all the plums
the same kind of thing / for example
on your quota / on the course

COMBINED FIXED EXPRESSIONS

SECTION C

Listed in order of first occurrence

TAPE 1

in time / the local residents are bound to be overshadowed

if you will / and I think

there's no doubt about it / in the last few years

with no strings attached / I think

I'm not sure / that's true

at the moment / I suppose that

get on with the job / I think

I think / a number of people

TAPE 2

I guess / I was hooked

oh yes / in fact

how about / how about

well / of course / once in a while

oh yes / very much so

all over the north / you know

kind of stopped him / for a while

well / at this time

to beat the band / and of course

well / I guess (2 occurrences)

you know / their minds would go blank / I guess

well / of course (5 occurrences)

that's right / in fact

well / you know / there could always be a first time

I believe so / up to a point / but on the other hand

well / I'd go in for it

all over the world / you know

well / this is a fact

well / I'm easy / I'm not too demanding

well no / once in a while

well / in the field of (education)

well / at one time

well / as you know

in something or other / and even though

as long as / it broke even

I know / lots of stories

TAPE 3

I know / like the rest of the people

in effect / this to me / and I think

which it does / I feel that

take on / at a time

in this regard / to bring (them) in

the last couple of weeks / I think

to bring this to fruition / very shortly

going on / in terms of

and so on / we feel

and so on / as far as I'm concerned

I can only say that / by and large

by and large / in a general way

as necessary as that may be / I think

all right / a year from now

I'm afraid / a lot of

well / the best way I can answer that is to say this that

and so on / all the way down the line

and so on / in terms of ideas

have something concrete on the Minister's desk / by the end of the year

let me mention / perhaps at this moment

it is really / I think / well worth looking at

thrust into our laps / kind of this afternoon

in other words / he took a slap at the establishment

TAPE 4

thank you / good evening

as a rough estimate / and this of course

all right / thank you / well

a moment ago / in terms of

nonetheless / in terms of

is this fair / mean

all right / I think / it's fair to say

for example / over the last five years

and all for the good / from my viewpoint

TAPE 6

well / I think / I was listening to something about

up there / well

well / I'll tell you / I'm not much up on that / I'll tell you God's honest truth

I mean / I guess / I feel that

right / right

one other thing that / maybe someone should work in

right / It's been great

well / I think

nip it in the bud / as they say

swearing her head off / you know / and like they're laughing at (her)

TAPE 8

well / there's no doubt about that

came out / for example

well / I think

in other words / right now

raise - / a lot of - / (extra) money

head back East / get away from

well / of course / of course / I think

TAPE 10

well / this by the way

well / I would say

I think / now in my opinion

you know / I don't know what...

and all the rest / and yet

for instance / I think

they point out / I think

well / I think

I think / in some ways

my god / you know

the same thing is true / of course

I mean / for instance

on yea / well

(he was) I guess / essentially a kind of (philosopher)

a sort of grandstand surgeon / you know
I don't find / any great sort of (mystique)
have (half her tubing) taken out / you know
it's most (medical) level / you know
any kind of / any (further) sort of (conducting)
I don't think / it can kill it
you know, in - / say - / in large companies / you know
serving a function / in other words
at the manufacturing level / in that / I mean / for instance
whatever (Ford) it is / you know
well / that brings up the point of
come first / well / the perfect example
that's a classic example / it's right out of
at the moment / you know
that's all / in that / in that
that's - / you know - / a classic example of
at sort of (official governmental) level / you know / all that
well / the classic example
you know / well

TAPE 12

now wait a minute / wait a minute / that's not right
there are times / first of all
I'm sorry / we're not getting anywhere
carry on / as is
the American style of life / it's a package
well / that does not face the facts
well / I tell you
well / I don't know / I don't know

well perhaps / in the short run

all right / I think / I think

wait / wait

right / well

well / wait a minute

TAPE 14

3 dollars a year / I think / that does me a hell of a lot of good

well now / just a minute now

granted / granted / I'll agree / and I think

you know / along a guideline / as such

you know / I mean

well / that's up to you / that's between (you and the employer)

thanks for the call / bye bye

well / we know

well / I just thought that / I'd like to say that

all right / thank you for the call / bye

I don't know / but I think / it's pretty darn awful

well / I don't know

but mind you / I want to make it clear

at home / sort of thing

all right / thank you for the call

along fine / thanks

hello / well

well / of course

TAPE 15

well / I think

well / my goodness gracious

well / I mean

well / you know

of course / of course

well maybe / I don't know

well / well

it seems to me that / you're going helter - skelter

well / of course

TAPE 27

well / I don't know / I didn't think

cutting us off (from) / all kinds of (added benefits)

hold it / hold it

getting somewhat away from / the central point

bring you both back to / the central point

I just think / it's a funny question

times have changed considerably / since the 30's

sorry Carl / that's it

TAPE 28

well / a fair amount of

and incidentally / at the same time

for example / over the past three months

well / as you know

well / I think

I think / it's fair to say / as well

right now / take advantage of

even the 1940's / or even the 1950's

so / I think

well / I think

to give in / a bit

TAPE 29

a bit of a new twist / The Eternal Triangle

it's a typical picture / isn't it

in fact / in order to / put up with

look / sorry

oh well / call me

haven't been involved in / something like this / without a doubt

to take a break / for just a minute

oh yes / I really do

came out / on top

settled down / pretty well

just as well off / or you're better off without him

well / for one thing

well / I'm afraid ... I have another caller

well / I think

I think / the other woman

it's just as easy / to fall in love

pick you up / there's something wrong somewhere / let's face it

go out / looking for

you know / I don't think

well / I think

go on / in a case like this / thank you very much / Goodbye

be back / on the phone

that's fine / that's what it's all about

in the future / but at least / down through the years

the next caller / good morning

run around / there's no doubt about that

I know / you know

thank you / okay

I think / there are times when / a lot of

well / okay dear / go ahead / that's okay by me

putting on / sure enough

oh I don't know / how to put it

that's so all-fired smart / I mean

goes out / into the business world

well / I wouldn't trade places

years ago / in the old days

years ago / in my mother's time / I'm quite sure

more or less / even if

I doubt it / of course

you see / this is the point I'm trying to make

you see / and yet / a lot of

pretty darn near thirty years ago / I don't know

well / towards the end

there were no blow-ups / there were no big rows

you know / getting away

runs around / I don't think / basically speaking

for example / your time is not your own

well / I agree with you / I happen to know / a little bit

something else / in order to

as far as / the other woman

well / the other woman / as it were

it's just sour grapes / I think / sort of

well golly / I don't buy that

and then / by the time

well / thank you very much

I'm sure / many of you out there

you know / I don't believe

well / I think / you know

you know / I think / a great deal of it

in a state of flux / all the time

I think / you know / an awful lot of

well / that's fine

team up / in the afternoons

right / right

TAPE 30

I think / you all know

well first / I think

in some way get a feel or /their operations/ / so that

set up / in addition to

well / I think

we've been fortunate enough (to) / pick up

put into practice / one year earlier

in most instances really / I felt quite free / you know

whatever they call it / down there / I'm sorry

felt free / you know

well / thank you very much

and so forth / this year

in addition to / an overall look at things

take (people) off / you know

I think / in as far as (the Bell) is concerned

well / I must say

at once / you see

from our standpoint / I think

I don't know / I mean / I'm being perfectly honest about it

excuse me / I think

very well / I think

at large / you know

get them out of my hair / you know

I don't know / I mean

TAPE 31

closed up / more or less

well / I might as well / go in

sort of / marked (you) down

on my own / well

so / well

have you - / at this point - / in mind

even a little less / and at that time

you know / I think

along the lines of / following the line of least resistance

TAPE 32

it just means / giving up

in terms of / cutting down

so / this kind of thing

go along with / these kinds of things

kind of fun to / you know

well / I think

and so / for example

you know / right now

in his mind / something like this / well give up / in terms of

in a sense / sort of

you know / it's good for us

statements like that / you know

on the other hand / I just think

yeah now / let's see

tomorrow afternoon / at two thirty

TAPE 33

as far as (effectiveness) is concerned / I don't think

in my own view / I don't think

in fact / I think

the only thing is / I think

well / I suppose

well / of course / I mean

for instance / in the days of

well / I think (3 occurrences)

more or less / up to date

in other words / I don't think

oh yes / now mind you / and on that ground / I think / I think

in the end / of course

so / I think

well / now again

on the whole / as good a record as

TAPE 34

et cetera / ad infinitum

in my wife's case / of course

sort of / tidy up

and then / in the evening

reading aloud / for about thirty years / I guess

a number of families / moving in

broken down / as much as

look to / and so

you know / getting out

get along / on their own

in my view / at least (2 occurrences)

the stakes are tremendously high / at the moment

a great deal more / on the surface / at least / a great deal more

on the phone / go ahead

just a minute / just a minute

well / well

all right / thank you

oh fine / thank you / well anyhow / a few weeks ago

be back / in just one moment

well / of course / I suppose

come out / about the end of August

as I say / by the end of August

yes fine / well

well / you see / as far as I'm concerned

you know / in general terms / I think

TAPE 35

a number of families / moving in

brought up / in what is known as

and then / of course

off and on since - / at least - / the 1880's in my view / at least (two occurrences)

the stakes are tremendously high / at the moment

a great deal more / on the surface / at leat / a great deal more of ...

TAPE 36

just a minute / just a minute

well / well

all right / thank you

oh fine / thank you / well anyhow / a few weeks ago

well / of course / I suppose / everybody in my field

come out / about the end of August

as I say / by the end of August

yes fine / well

well / you see / as far as I'm concerned

you know / in general terms / I think

TAPE 37

it seems / I think

well / as a matter of fact

OK / well

wait a minute / wait a minute

coming along / for example

well / you know

I guess / I think

well /wait a minute

I don't think so / I don't think it all

all right / ok

you know / all right / you know

come on / come on man / get with it

well now / wait a minute / you see

I think / I think

out of perspective / you know

well / wait a minute now / you see / here's the whole point / I understand

well / of course

I think / a great deal of it / goes off / you know

all right / well

I would think / a little bit

you know / well

well /that's the point

thanks for the call / bye bye

right / right

that's the point / thank you for the call

well / wait a minute / damn it all

well / I think

well / most of the people

a great deal of pressure / as you very well know

I'll tell you that / you see

well / thank you very much

TAPE 38

listen / oh well / wait a minute now

this is the point / ya and another thing

of course / nothing could be further from the truth

right / that's precisely the point

well / make up your mind

thanks very much for the call / bye bye

LIST 31

EXAMPLES OF FIXED EXPRESSIONS

Listed alphabetically

Fixed expressions with a frequency less than five have not been included.

RANK WITHIN CORPUS	MAIN WORD IN F.E.	FIXED EXPRESSIONS WITH EXAMPLE SENTENCE AND IDENTIFICATION NUMBER
47	ADDITION	(and)* in addition (to this) Be able to report on some specific area in addition to an overall look at things. 30-40-9
50	AFRAID	I'm afraid that Well I've asked so many questions I'm afraid people at the Bell will say he's an awfully stupid fellow. 30-50-3
45	AFTER	good afternoon This is CFRA'S Green Line. Good afternoon. 14B-81-1
47	AGENDA	on the* agenda As you notice on the agenda here, the first item we talked about was the effects of English language teaching on staff. 19A-2-4
49	AGREE	I (don't) agree (with you) It's so terrible. Well, I just ... I agree with you. 32-21-7
50	AMOUNT	a (certain)* amount of This is one of the reasons we have to pay these men a better salary. I admit they have to have a certain amount of brains. 38-35-2
40	ANYWAY	anyway There weren't any jobs for women anyway. 29-18-14

46 AREA in this* (particular)* area

I think a Bill of Rights in this particular area would go a great distance toward putting issues that are actually at stake, on their true footing. 33-16-9

15 AT ALL (not) at all

No one is suggesting that simply because the man is bilingual that he's going to be able to do the job. Not at all. 35-17-10

I'm getting back now to your bilingual coach which I don't think is necessary at all. 35-20-11

I don't know, madame, why we can't discuss anything -- at all. 35-23-9

36 BASIS on the basis of

It was started off on the basis of a shotgun approach pretty well, where we look large groups of people and trained them one hour per day. 21A-9-10

28 BELIEVE I (don't) believe

Yet I believe you yourself have argued that it could act as a kind of educative or protective function. 33-28-10

I've been doing temporary work for about five years. I believe five or six years. 31-7-5

I personally, incidentally, don't believe that the escape to it isn't...(interrupted). 34-14-10

13 BIT a (little)* bit of (loose cash)*

He's taking a very well deserved vacation, just a bit of a break after quite a few months. 29-1-4

We're giving their people a bit of theory training. 28-24-15

But they certainly have a little bit more agressiveness. 28-33-2

49 BREAK (to) take a ... break (now)

Yes. I wonder if we may take a break now. I know Mr. Smith has to go back for an appointment. 24A-80-6

47 BYE bye (bye)

Thank you for the call. All right. Bye, bye. 14B-127-4

50 CASE in (almost all)* cases

a lot of them that complain about going out to work, they don't haveto work. They're doing it because they can't stand their little monsters! It's not true in all cases. 29-23-11

40 CASE in (my)* (own)* case

There is less eagerness toward this in your case since I think you have French language in the family. 24A-16-15

49 COUPLE a couple of steps*

Before we get started on the morning's topic, I have a couple of announcements. 29-1-2

46 COURSE on the* course(s)

In the short time I've been on the course that the professor himself or herself makes a terrific difference in this method. 19A-37-2

33 DEAL a great deal (more) of

There is no doubt that a great deal of social legislation was simply never enacted for fear of falling under the ban of it. 33-33-6

I must accept the fact that a great deal more of traditional school organisation does seem to be operative in West African towns. 35-11-11

One of the things that seem to create a great deal of interest is a statement which is included in Dr. Malcolm's book. 36-49-8

49	DOUBT	(there's) no doubt (about that*) It seems to me we have heard a lot of platitudes and a number of suggestions of how we would like our country's capital operated and there's no doubt about it. 1-69-6
48	EFFECT	in effect What becomes important to me is not my night or lack of it to express myself but my ability to command or in effect, affect someone elses' understanding of what I'm saying. 33-7-4
44	EVEN	even if Even if it was some place I didn't like, I didn't say, "I don't want to go there. I wouldn't be seen dead with those people." 29-8-10
49	EXAMPLE	a* classic* example (of) I notice also another illustration here in a kind of porno kitsch thing of a naked lady with her breast showing through a frame. That's, you know, a classic example of giving her breasts a really high tone quality there. 10-44-8
12	EXAMPLE	(like) for example And so, for example, on the salt tax he would just march and make his own salt. 32-14-4 But the problem is how to get them to stop driving cars, for example. 32-12-10 I thought of going on a fast, for example, over at Victoria. 32-21-10
50	EXCUSE	excuse me Well I, I... Excuse me. I think the people who are advocating a group about six, I think are reasonable. 30-56-6
49	EXTENT	to (the full)* extent The difficulty I find to some extent with linguistic rights is that they're a group-right. 33-5-5

49 FACE ('re)* faced with

When you came out of school, were you faced immediately with having to make a decision? 31-8-6

24 FACT (and) in fact

If you in fact can't find one, why do you -- (interrupted) 37-12-7

And in fact it often turned out to be a better opportunity. 35-8-2

In fact, in order to put up with this sort of situation the other woman cares a great deal for the man. 29-3-6

47 FACT (in spite of)* the fact (that)

There are teachers that are doing things differently despite the fact that it's difficult with limited resources and large numbers of students. 28-31-7

49 FACT (it's a proven)* fact of life

If you assume that, you're in very deep trouble because that's not a fact of life. 1-108-5

22 FAR as far as (I'm* concerned)

Did you find that any of the problems or any of the patterns of urbanization, as far as you could see, were markedly different in these other countries? 35-6-10

That was as far as they could define it. 35-8-1

And I was deeply shocked when this thing happened because he had, as far as I'm concerned, very little reason. 29-8-10

25 FEEL I*('d) (honestly)* feel (that)

We feel that a lot of the information that you people get... (interrupted) 30-46-5

I honestly feel that if you approach an employee she will react. 30-46-10

But we feel that maybe industry doesn't like to have us in industry for a whole month. 30-52-8

50 FIELD in the* field(s) (of)

We've taken steps to strengthen our public relations area and have retained what we consider competent men in this field.
3-29-9

26 FIND (and) I* (don't) find (that)*

No I find men are no different than women.
29-11-10

I find that married women are a tiresome lot.
29-23-2

And I find this now as I begin to think about it.
32-14-10

36 FINE (that's)* fine

Of course, many of you may disagree with my premises. That's fine.
29-13-12

41 FIRST first of all

First of all if you've got everything going for you, if you can go out with single men, you don't bother with the married men.
29-27-1

47 GENERAL in general

We're going to be talking about English language teaching in general.
22-1-3

27 GUESS (Oh) I (would)* guess

The American Bill of Rights is now some hundred and fifty years old. I guess a little more than that.
33-12-7

I guess quite a few robots, you know, are walking the halls going from this classroom to another.
31-8-1

It's because of the game Wednesday night I guess.
37-6-10

37 HAND (but) on* the other hand

On the other hand, I must accept the fact that a great deal more of traditional social organization does seem operative in West Africa.
35-11-9

49	HERE	out here* So this kind of thing we can easily begin to give up. And it doesn't require revolution out there some place. 32-12-11
48	HERE	up here* All we're doing is trying to make sure that we don't totally pollute the environment up there. 12-87-6
43	HOME	at home They're doing better in school. And there's no more confusion at home. 29-7-14
50	HOW	(so) how about it* look, sorry ladies but your man just walked out. You said too much or too little, did too much or too little.... So how about it? Still think the responsability rests with the other woman? 29-3-17
48	IMAGINE	I (should)* imagine Number two I should imagine is more related to your area of interest 24A-7-6
48	IN	in that You know it looks like a Mies Vander Roue chair in that there's some metal but from there the association is as oblique as it could be. 10-44-2
47	INSOFAR	insofar as... is concerned I think, insofar as the Bell is concerned, this would have been much more economical. 30-43-6
31	INSTANCE	(take) for instance Take it, for instance, in the days of Marcus Aurelius. 33-11-4 The other thing for instance in my case is I'll likely be going out now for fourteen months. 24A-77-5

8 KIND (and this*) kind(s) of (thing)*

Kitsch obviously is perpetrated by a kind of general apathy. 10-30-10

Does it give you a good feeling to do this kind of thing. 32-15-4

It's kind of fun to join in the giving up of detergents. 32-12-10

3 YOU KNOW You know

Medicine should be confined only to effectively curing, eradicating ar saving at its most precise, its most medical level, you know, with the greatest ease for the patient. 10-38-2

If you've lived with somebody for 25 years, you know what they're thinking, you know. 29-28-10

Oh, I wouldn't be married for anything -- the effect on my daughters, you know. 29-18-4

45 KNOW (now) as you* (all) know

Because of that strike as we all know, the letter-carriers' strike, these people are extremely busy. 30-42-4

7 KNOW (Oh,)* I (really)* (don't)* know (that)

But as far as I know, it was simply a marriage that was a failure. 29-21-1

Now I know that there are people across this country today, right now, saying that... 3-16-3

I think this point -- this point is well taken because I know this week due to unforeseen circumstances and unfortunately I know that Mr. Peacock, Miss Bouchard and all their senior staff people are, you know,... 30-41-6

49 LATER later on

If we could use the "vous" approach, the others 'll come around later on and no problem with that. 21B-62-7

18 LEAST (but)* at least

And Venezuela, at least, has had an urban problem since at least the 1880's.
35-3-10

You certainly have much more of that feeling in West Africa, of the continued force of traditionality, than you do in the terribly anomic, in my view, at least, housing estates in Salisbury.
35-11-10

I think it has been like this in our department and in my department at least.
24A-22-7

49 LEVEL at the (design)* level (of)

If we're ever going to destroy kitsch it has to be at the manufacturing level.
10-41-1

48 LIKE like (if)

Like if they're applying for welfare how in the "H" can they afford the operation to start with because it's expensive.
14A-53-3

49 LIKE people* like this*

Look at this notice here: "Wash a hippie this spring. Help the pollution problem."... How do you get to people like that?
32-21-4

49 LIKE I'd like (to make a comment)*

I'd like to make a comment before we get into this.
30-15-10

49 LIKE if you like

Whenever I had free time to have some stimulation if you like between periods it helped me to sustain motivation.
19A-55-7

38 LONG as long as

I would have remained active in the musical world for as long as we were living in Calgary.
31-17-15

9 LOT a (whole)* lot (of trouble)*

We feel that a lot of the information that you people get is directly from employees.
30-46-5

I think that a lot of people, you know, will go along with these kinds of things.
32-12-10

A lot of the things we would give up would really be better for us given up.
32-18-10

40 LOT lots (of people)*

We have lots of room to move, especially in the field I'm in right now. 31-12-4

50 MATTER it (really) doesn't* matter (what)

It doesn't matter what you're working at, you should have an appreciation with every company in Ottawa. 14A-45-1

39 MATTER (as) a matter of fact*

Perhaps people are rendered more suggestable when they use some of these hallucinagenic drugs of which marijuana is a very good example as a matter of fact.
36-58-8

20 MEAN (Oh)* you* mean

I mean a coach is a guy that can do a job of coaching. 37-11-10

By this I mean, not the revolution to achieve independence but the revolution for national viability. 35-12-10

You mean he just did it deliberately.
29-6-16

39 MIND (now)* mind you

There's no question in my mind that marijuana is habituating which is to be distinguished, mind you, ... from those drugs that are physiological addicting. 36-51-10

41 MIND have* (that)* in mind.

Have you at this point in mind anything you would like to do 31-9-9

49	MIND	in my (own) mind But there's no question in my mind that marijuana is habituating. 36-51-8
42	MOMENT	(perhaps) at this* moment The stakes are tremendously high at the moment as individuals are moving into positions of advantage, as they're trying out new styles of life. 35-10-11
32	MORE	more or less I don't think that it's necessary for a Bill of Rights... to be textually changed, to be kept more or less up to date. 33-15-10 "Image de France" is based more or less on the second of those two theories. 24A-30-6 They'd closed up more or less. 31-3-5
47	MORNING	good morning Here's our first caller. Good morning. Nancy Sears here. 29-4-16
40	NUMBER	a (certain)* number (of other areas) And therefore each year they graduate a very large number of students who simply cannot get jobs. 35-2-9
4	OF COURSE	(and then)* of course (not) Of course, she's fooling the poor man. 29-2-5 My first job was many years ago, of course, pre-war. 31-5-10 And, of course, then a year ago we ran into the staff freeze. 21A-14-10
41	O.K.	(Oh) O.K. (now) I'm not talking about running around. I'm talking about the other woman. O.K. 29-14-10

47	ORDER	in order to Mr. Bergeron is here to hear what you have to say in order to form some ideas. 19A-1-8
39	OWN	on your* own I approached two or three different shops on my own while I was working at the railway. 31-11-7
49	PART	(the basic)* part(s) of I just don't want to hear or try to talk French at night. I'm just bushed when I get home and throughout the other part of the year it's the same. 24A-64-5
50	PART	on the part of I detected extreme lack of sympathy on the part of my fellow parliamentarians. 1-38-1
46	PERIOD	(over a)* period of (time) In virtually every case the payment was over a period of time. 12-142-4
50	PHONE	over* the phone We're going to pause now for another message. We'll be back on the phone later. 29-13-8
50	PLACE	in the first place What would start this sort of feeling in the first place? 2-137-2
46	POINT	(and) at that* point It does necessitate at this point some very wise people to see into the future. 1-61-8
27	POINT	(from) the* point of view (of) And so from the point of view of symmetry I don't think it should appear in a Charter of Human Rights. 33-5-8 But I could comment from the point of view of why one is on that French language course. 24A-9-2

It's been interesting to hear your point of view, gentlemen. 24A-81-5

49 POINT (that's) a good* point

For an English-Canadian to learn French is the same thing as for an English-Canadian to learn German. That's a good point.
20A-45-2

48 POINT (from) my (personal) point of view

The actual changes are not dramatic. They're small. But from my point of view I wish they would be able to come faster.
32-18-1

49 POSITION in (the same)* position

Quite frankly, I have no one on staff who are in this position. 24A-4-5

16 RIGHT (that's quite)* all right

All right, sir. Thanks for the call.
37-10-11

You people make me sick.
Well, that's quite all right.
37-21-10

That would be all right with you.
37-7-11

37 RIGHT right away*

You'd better begin right away.
34-20-2

5 RIGHT (yes) (that's)* right

...the perennial would-be husband, you know.
Don Juan.
That's right. 29-9-7

... your moonlight-and-roses has got to start all over again.
That's right but they do prefer truth.
29-29-9

Something's gone sour for him, maybe his job... or maybe his wife.
Right. Right. 29-30-10

50 RIGHT is(n't) that right

It could be the same thing again that they have found a friend or just not the same viewpoint or something. Is that right? Yes. I think that this is the case.
29-22-10

49 REGARD in this* regard

How do you feel about the recommendations in regard to NHL player-management relations in contracts? 3-38-8

49 RESPECT with respect to

I have a great deal of sympathy for many of the observations the Task Force has with respect to the NHL contracts.
3-41-8

35 RESULT as a result (of this)

They just haven't got the time to spend the time that would be necessary to help this chap and as a result he just.... says to hell with this place and quits.
22A-24-10

50 SAID as I've* said (before)

As I've said before, we send abroad to the United States something like two billion dollars a year in profits and interest.
12-136-2

17 SAY say (in Quebec*)

They demand that one doesn't get stale and, say, do nothing but making pots.
34-15-11

Political awareness, for example, in the campesino, say,a town where you would walk in for three hours over rough trails, is very high. 35-4-10

I'll ask Ed Tie to, say, finish off the introduction part. 30-7-7

46 SAY (and) as I* say

And they just, as you say, want the biggest percentage of their husband's pay cheque.
29-23-5

48 SAY (so) as I* say

Then as I say seventy percent of our cases come from the United States and twenty from England (interrupted) 22A-15-2

23 SAY (as) I* would* say

Then, of course, they have a tremendous problem of, you might say, no protection. 35-3-3

I would say that generally speaking most counsellors find their work experience of more value. 30-26-9

44 SAY they* (don't) say

You don't know how to do it - to bring people up to a level. And I don't say that that level must be pure French by any means. 21B-33-8

They say my position is bilingual; is designated as a bilingual position. 24B-41-9

50 SAY let's* say

You either have to have an orderly process of change, and I'm not willing to give this up, or people will become, let's say, apathetic... 32-18-4

47 SAY (if) you're* (simply)* saying

Maybe I don't know what is being done, madame, but you're simply saying because nothing is being done then there should be enforced sterilization. 14B-113-2

32 SEE (oh) I see

Oh I see. I'm sorry. Fine. 24A-74-2

The final report will come out about the end of August.
I see. 36-47-9

I see. Let me interrupt and you correct what you consider a bad problem. 12-66-1

18 SEE (so)* you see

Ninety-nine percent of English people are so ignorant that they'll speak English to you, you see. 37-25-10

Now you see, you're all confused. 37-3-4

It's all about the women, you see. It was in three parts. 29-15-4

30 SEEM (now) it seems (to me) (that)*

I might raise one that it seems to me you left out. 33-1-2

It seems to me that there has to be some flexibility on intake of people into these courses. 24A-76-2

34 SENSE (so in the)* sense (that)

So this is where chanced entered, in a sense, the second time. 31-14-5

In a sense the answer might be "Yes". 35-11-5

Unemployed man is perhaps number one problem for Africa not just in a sheer economic sense but primarily in a political sense. 35-9-6

21 SO (and) so

And so -- they don't have things in common with other people. 35-3-6

And so, one of the great problems, I think, of this movement to the city is that they are suddenly uprooted from the warm family context into this very cold, dangerous urban society. 35-3-11

So these sons were going and they were becoming industrial engineers, petroleum engineers, doctors. 35-6-6

50 SO so-called (over)*

And with the changing values, so-called, that we're observing on all sides, who know what may happen in another ten years? 29-4-8

49 SO so far

Even the limited amount they've attained so far has been helpful to them. 21A-7-4

49 SO and so forth

Are you looking at computer areas key punch and sorting machines and so forth? 30-40-3

25 SO and so on (and so forth)

It's that by cutting my own wood, for felling my own trees, cutting up the logs and so on that there's a certain essential exercise I take which is very, very delightful. 34-15-5

She's the one that ends up with the home and the problem with the heart and so on. 29-25-7

At the primary level, of course, the stress would be on reading and arithmetic and so on. 28-21-2

19 SO so that (indeed)

So that indeed, one of the primary responsibilities and duties of a good coach is to be able to converse. 37-11-10

I don't believe that this escape is to drug myself so that if I don't create, because if I do that, I'm going along with the system. 34-14-10

They are treated, rather than the way we think of them, as centres of progress so that the towns are burdened with what now comes to millions of people. 35-8-10

33 SOMETHING (or) something (like that)*

I may be able to get a salmon or something. 34-13-10

I bet there's some herring out there or something. 34-13-11

You should retire when you're fourteen or thirteen or something like that. 34-19-10

34 SORRY (I'm very) sorry

Oh I see. I'm sorry. Fine.
24A-74-2

I'm sorry Mrs. Farley but I don't remember too well. 30-34-7

I'm sorry. Let me cut in here.
27-48-4

6 SORT (a)* sort(s) of (thing)*

Now this is the time when really in a modified sort of way your moonlight-and-roses has got to start. 29-29-7

I needed some sort of work for the money.
31-8-8

Whereas the others who were just going along sort of for the ride and weren't gaining too much out of it anyway, would never become competent in another language.
21A-12-7

46 SPEAK (but) generally* speaking

Yes, but generally speaking you'd think that a man who's going to retire would not need it. 19B-39-10

36 STAFF on staff

I think that the effect of French language training on staff is that our staff has been depleted tremendously. 20A-14-1

49 SUCH as such

I don't think that a Bill of Rights as such can concern itself with what should or should not be criminal. 33-22-3

41 SUPPOSE I suppose

I suppose everybody in this field is especially interested to know this. 36-46-6

44 SURE (Oh)* sure

Sure, she might have the responsibility of the children but if she didn't bring them up right in the first place, they're monsters. 29-25-8

46	SURE	(but) I'm (quite)* sure This type of program could have been organized, I'm quite sure. 30-28-2
49	SURE	(but) I'm not (at all) sure The initiative for the reform of local government in this and any other country has nearly always come from the senior level of government. I'm not sure that's true. 1-100-1
50	TASK	the Task Force We employed a counsel, Mr. Arthur Petrillo, to assist us in connection with the legal work of the Task Force. 3-13-6
29	TERM	in terms of They should argue it in terms of free speech. 33-17-8 Even if you go out and measure the schoolyard in terms of feet, do it in French. 24A-54-7 I'm talking in terms of funding crisis intervention centres. 36-34-6
14	THANK	(I'd like to) thank you (very, very much) (for the call) Thank you. Well, there you have it, ladies and gentlemen. 29-25-10 Thank you for your call. 29-16-3
48	THANK	thanks (for the call) Well O.K. sir. Thanks for the call. Bye bye. 14A-45-6
50	THAT	that is, I think it's fair to say... in six months time you may see the shape of the room's been changed. The wall will be movable. That is the interior partition walls will be movable. 28-28-2

33 THEN and then

And then we find them turning around and asking us what it meant. 24A-45-2

And then I got into making motion pictures, like films and things on my own. 31-8-10

And then they had a lay-off after I was there. 39-9-4

50 THING (doing) your* own thing

There wasn't so much emphasis on doing your own thing rather than cooperating to achieve an immense piece of good. 28-29-14

1 THINK I think (that)

I think one thing that might be worth discussing would be to change this. 30-20-6

I think that is what you're more interested in. 30-31-3

I think I would like to get them out of my hair. 30-60-6

11 THINK (and) I don't think (that)

Well I don't think there's anything wrong with saying "J'ai un flat tire" because the other fellow knows what you mean. 21A-57-3

But I don't think it's proper to deny someone an opportunity for advancement. 21A-46-2

I don't think that happens now. 22-50-10

34 THINK (again)* I (just)* think (that)

Now I think I'll ask Ted Tie to, say, finish off the introduction part. 30-7-7

Why, I think that's an excellent suggestion. 30-24-8

And again I think the comment is excellent. 30-27-2

42 THINK I would* think (that)

I would think if I were a manager in a business I would like to get them out of my hair. 30-60-4

48 THINK you('d) think

You think it's a good idea? 22A-35-4

48 THINK we think

And we think that by the double thrust.... we'll have a network of the type of facilities that I think you're referring to. 36-35-6

46 THINK I don't think so

I hope she isn't blaming me for her pregnancy.
Oh, I don't think so. 27-65-5

50 THINK would* you think so*

You learn language as a means of doing something else, as a means of perhaps getting a better job....
Would you think so, Jim? 24A-18-8

44 TIME all the time

I thought, "Yes. It might be nice to do this all the time. I love it so much." 31-17-12

10 TIME at (the present)* time(s)

Even the people coming in would be better in a half dozen rather than two or three at a time. 30-39-8

I didn't really know at the time what I wanted to do. 31-6-10

I eventually was hoping maybe at that time to get on pipeline welding. 31-10-5

47 TIME by the* time

When the wife is out of town, he can spend a lot of time with you and then by the time she gets back, you're really deeply involved. 29-24-14

47	TIME	from time to time Now, isn't it that simply saying that from time to time as the circumstances indicate, the rights that somebody brings forward are to be fundamental rights? 33-11-1
50	TIME	there are times (when) There are times first of all in straight acquisitions when a foreign company acquires a domestic company. 12-54-4
49	TRIANGLE	the eternal triangle This morning an old topic with just maybe a bit of a new twist: The Eternal Triangle. 29-2-2
32	TRUE	(yes)* that's* (very)* true I think this is true even between the two six weeks' sessions. 24A-12-6 It is true that when men are in difficulties together there is a certain acceptance that ethnic differences do not matter. 35-10-6 Yeah. That's true. 37-4-10
49	TYPE	(a)* type(s) of (thing)* I think this would happen in that type of learning situation. 23B-13-1
46	UNDERSTAND	(as) I understand (it) And it's also as I understand it providing for the right of people of French or English origin to have educational institutions. 33-2-3
50	UP	(bring this)* up to date I don't think that it's necessary for a Bill of Rights or for that matter, a constitution, to be textually changed, to be kept more or less up to date. 33-15-10
50	WAIT	(now) wait (a minute) That's precisely why you need a bilungual coach. Well, would not the percentage of the population... Wait a minute! Now you see, you're all confused 37-3-4

48	WAIT	wait a minute (now) Well, wait a minute. You've expropriated a company, a U.S. company in Canada. 12-154-1
48	WAY	(and) by the way This means that all this investment by the Canadian Treasury, by the way, eighty million dollars, is threatened to be lost. 12-103-7
45	WAY	in (such) a way Did this have something to do with the depression? Well, it was in a way because during the depression you just took anything you could get. 31-4-5
49	WAY	in this* (very) general way I can only say that by and large in a general way I have considerable sympathy with the recommendations of this report. 3-37-4
48	WAY	in some (other) way The agenda again this evening then is to see in some way if we can continue this liaison. 30-14-8
44	WELFARE	on welfare Do you really think you should be made to support a family that has been on welfare. 14B-108-2
2	WELL	(Oh)* well (now)* Well, I think that some of the counsellors who have attended the various industries in Ottawa could start off the discussion. 30-20-2 And well, the environment in California really put me off. 31-8-10 Well, in my particular case we deal a great deal with our offices and outside agencies. 21A-5-5

49	WELL	very* well My children have finally settled down, pretty well. They're doing better in school. 29-7-12
40	WELL	as well So the curriculum in the schools has to be under constant revision as well because children today are not children of yesterday or not children of tomorrow. 28-34-2
37	WELL	just* as well as To expect a man there to be able to converse fluently in English as well as he can in French, I don't think is reasonable. 22A-68-6 But, as well as that, there are a number of families moving in. 25-2-12
48	WHATEVER	(or) whatever (it was) You will probably see in these spaces, students lying on a carpetted floor, reading, hiding under tables...or whatever. 28-27-14
49	WHAT NOT	(and)* what not The second job I held was with a lithographers' company and I got interested in camera work and what not. 31-8-11
50	WHEREAS	whereas (now)* He wanted 'someone running' (il court) whereas you... come back and endeavour to reply something about the backyard. (la cours) 24A-47-10
42	WHILE	(for)* a (short)* while Well, I've worked for a paper company for a while which was a job because I needed money. 39-9-3
50	WOMAN	the other woman In fact, in order to put up with this sort of situation, the other woman cares a great deal for the man or she'd tell him to get lost. 29-3-7

42 WONDER I (just) wonder (if)

I wonder if there's anything more on that at the present time. 36-47-6

27 WORD (and) in other words (perhaps)

In other words there's nothing to prevent me, for example, from addressing myself in government in Ukranian if I want to. 33-6-10

In other words I don't think the Bill of Rights as such can concern itself with what should or should not be a criminal. 33-22-2

In other words I leave here and in between courses I have very little if any exposure to continue the practice of speaking French. 24A-12-3

50 WORLD all over the world

There are some good fringe benefits like the ability to travel at no cost or reduced rates all over the world. 2-184-3

49 YEAR (a couple of) years ago

A couple of years ago, in Chicago, we had a terrible snowstorm. 32-19-13

50 YEAR for* the last (100)* years

It's something like four thousand couples in India practice birth control and they have been trying to get it across to them for the last twenty years. 14-105-7

42 YES oh,* yes

Oh, yes. There are women that run around. 29-15-8

49 YET and yet

That's the way I feel, you see. And yet a lot of young women listening would say, "Oh, it's alright for her to talk." 29-20-3

EXAMPLES OF TWO WORD VERBS

Listed alphabetically

Two word verbs with a frequency less than five have not been included.

RANK WITHIN CORPUS	TWO WORD VERBS	EXAMPLE SENTENCE AND CORPUS IDENTIFICATION NUMBER
18	BREAK UP	And she was quite willing to break up my home. 29-12-8
20	BRING BACK	Yeah, but again I just want to bring it (the idea) back to the man himself. 32-16-10
13	BRING IN	There was a special request this year to, you know, hopefully bring in a half dozen people. 30-53-9
18	BRING OUT	And some of you people who have been taking these people in with you to your various companies have requested that we have a feedback meeting right here to discuss and bring out the points in item three for discussion. 30-7-3
15	BRING UP	Sure, she might have the responsibility of the children, but if she didn't bring them up right in the first place, they're monsters. 29-25-9
16	BUILD UP	What they're suggesting here is tax deductability, and other avenues build up the private resources. 3-51-7
7	CARRY ON	How was this training carried on? 2-80-1
19	CARRY OUT	If anyone wants to read that, they'll see that it is being carried out? 1-138-6
14	CATCH UP (WITH)	Well, sure, it catches up. 38-33-7 Well. if th don't catch up with them, it's just too ... (interrupted) 38-35-5

16	COME ALONG	All right, a year from now comes along and you can't agree on salary.	3-44-7
1	COME BACK	So I came back into the firm.	31-11-10
10	COME IN	At the same time members of the staffs of these stores come in here and get a bit of theory.	28-24-10
17	COME ON	It's been coming on gradually.	6-61-5
8	COME OUT	When the Carter Report came out, for example, people immediately became uneasy.	8-105-2
8	COME UP (WITH)	The very common statement one finds in the discussion of the problem that comes up in Ottawa is that if a Federal District were created it would automatically mean the abolition of local government.	1-16-08
		Members of the county sports reporting fraternity came up with some pretty searching questions this afternoon.	3-9-12
7	DEAL WITH	We now do have a section 113 of the British North America Act which deals with some of the linguistic rights.	33-4-1
15	END UP (WITH)	She's the one that ends up with the home and so on.	29-25-7
		You know Steve Roman when he announced that he was going to sell his uranium nine ended up by being able to sell it only to one country.	12-128-3
6	FIND OUT (ABOUT)	I think we've met with all the major sports in Canada to find out at first hand what the problems were.	3-15-2
		I'll bet there's a way in which you could find out about this.	6-36-2
17	GET ACROSS	They can get their message across.	30-48-2
16	GET ALONG (WITH)	Did you find since you were living in a small area that you felt funds and attention and structuring was all being concentrated on the cities to the detriment of the rural areas which had to get along on their own?	35-5-10
		And now the Frenchman can't get along with an Englishman	37-21-7

12	GET AWAY (FROM)	I think you and Doris who have obviously met and argued before are getting somewhat away from the point.	27-50-8
11	GET BACK (INTO)	I don't know whether they match up when you get back talking to others.	30-41-3
		And furthermore, you can't get back into amateur rank for two years.	3-45-3
14	GET BY	I managed to get by by taking still-life pictures, portraits, and - (interrupted)	31-8-10
20	GET DOWN (TO)	I think really it gets down to this fundamental question which the government is going to have to resolve.	36-54-4
		It's not that I'm getting it down but you sort of don't like to be away from the office too long either.	22B-5-10
12	GET IN (ON)	In them days you couldn't get jobs after you were thirty-five, so that government was the only place you could get in.	31-5-4
		I'm afraid there're probably still some freeloaders who wish to get in on it.	18A-21-7
12	GET INTO	I think that most of the things that the Federal Government and the Canadians outside Ottawa and maybe that those of who live in this city are trying to achieve can be achieved without getting into all the hang-ups of institutions which are politically not on.	1-51-7
14	GET ON (WITH)	I've noticed that when you get on this subject of taste which of course is a pretty personal thing and you start discussing the idea of kitsch just about everybody wants to get into the act.	10-25-4
		Well let's get on with this.	12-114-8
14	GET OUT (OF)	When you asked the boss for a raise, you didn't get it, you just got out on it.	31-4-8
		They would be able to get more out of it.	3-45-3
19	GET UP (TO)	I get up around five-thirty on a morning.	34-17-1
		It would get up to a fair figure if you had to sell the asset.	8-136-7

6	GIVE UP	I gave up the idea of photography and went back to regular academics. 31-6-2
14	GO AHEAD (WITH)	I would hope that we would go ahead and progress as a national capital. 1-68-3
		I think they're going ahead with it. 8-124-1
13	GO ALONG (WITH)	I think that a lot of people will go along with these kinds of things. 32-12-13
3	GO BACK (INTO)	I'd like to go back to square one. 1-120-4
		I then had decided to go back into what I was originally doing - welding. 31-11-5
20	GO DOWN	I've never gone down to Montreal that I've had any trouble at all when I speak English. 37-4-1
14	GO INTO	Can you hark back to when you were young and starting out to work what your feeling was at that time about having to make a decision about the line of work you were going to go into? 31-7-10
2	GO ON (TO)	I'm wondering if there was any chance of advancement or if I should go on into my trade. 31-11-10
		If you go on to a corporation or, you know, the Public Service, or what have you... (interrupted) 30-58-3
4	GO OUT (WITH)	We got out and we look through the telescope or the binoculars. 31-16-8
		Well then, why do they go out with these men in the first place? 29-10-8
19	GO OVER	Your argument and Mr. Francis' argument was if we go over to that it's impossible to combine it with self-government. 1-85-2
5	GO (RIGHT) THROUGH (IT)	It's a pretty tough process to go through. 8-163-1
		And they didn't have to go through all the red tape. 14B-125-10
20	GO UP (FOR)	So when this man comes from conservative Ontario or B.C., you know his temper goes up. 22A-32-10
		I went up for a lesson and I guess I was hooked. 2-4-8

17	KEEP UP	The Ontario Department of Education realized that to in some way keep up with the many changes that are going on in business and industry today, that they had to supplement their training programme.	30-10-2
19	LOOK AFTER	I look after my family.	27-40-8
16	LOOK AT	And look at the terrible example he is setting for his children.	29-2-7
19	LOOK BACK	When they look back at the school I think they make the accusations that we did a con job with them.	28-34-7
19	LOOK FOR	What kind of a job are you looking for now?	31-9-6
19	MOVE IN	But as well as that, there are a number of families moving in.	35-2-10
9	PICK UP	I can't go downtown and have a drink without somebody trying to pick me up.	29-11-6
16	POINT OUT	As I've tried to point out,surely they should know what's needed.	37-13-7
16	PUT FORWARD	Well, we can't put your submission forward for approval this month because your particular officer that's on it is on a French course.	20A-32-4
13	PUT ON	I don't think we could put on a five day program with one counsellor.	30-30-1
19	PUT UP	We wipe our hands on a towel and then that's washed in the normal run of the washing and a clean one's put up every day.	32-12-8
16	RUN AROUND	In many cases where a man runs around, I don't think he wants to break up the marriage.	29-22-11
20	RUN INTO	Do you think she's going to run into exactly the same thing?	29-7-7
12	SET UP	It might be a good point to mention positive aspects so other people can benefit from your experience or your programme that you have set up.	30-18-5
20	START OUT	Of course, you have to have some knowledge to start out with.	21B-26-5
16	TAKE OUT	They can be ready to go out with him whenever he's ready to take them out to a back alley some place.	29-5-8

20	TAKE OVER	I might as well go in for optometry and take over my Dad's business. 31-6-6
20	TAKE UP	And that gave me a terrific boost morally to take photography up with earnest.31-5-17
18	TURN OFF	I'll grasp what's going on and I'll be interested but if I don't know anything I'll turn off. 23A-30-02
20	TURN OUT	While it can have a slowing effect on legislation that turns out to be unwise, it can have a chilling effect on legislation that might be desired to occur. 33-32-10
19	WORK AT	But on the other hand I just think you have to keep working at it. 32-31-9
14	WORK OUT	But I found out that things just didn't work out under the Veteran's Reestablishment Credits. 31-5-10

LIST 33

REPRESENTATIVE EXAMPLES OF BE PLUS ADJUNCTS

BE AFTER	After figuring out what they're after, they're talking for five minutes already.	22A-45-4
BE AGAINST	If you're against it you know exactly what you're against.	19A-31-3
BE AWARE OF	They are not aware of the reason for all of the political status.	1-35-2
BE BACK	Thanks Don. And we'll be back later to comment on some of the opening statements made this afternoon.	3-7-1
BE BEHIND	My work is piled up when I get back to the office so I'm behind the eight ball to get caught up again.	17A-34-1
BE RIGHT BEHIND	I just wanted to say that I'm right behind the alderman who suggested sterilization for people on welfare who have too many children.	14A-55-4
BE CONCERNED ABOUT	I would be concerned about being put into a completely French environment and not being able to communicate adequately.	21A-54-6
BE FOR	If you're for it you know definitely what you're for.	19A-31-4
BE INVOLVED IN	If you haven't been involved in something like this (the eternal triangle), without a doubt you know people who have.	29-4-6
BE LEFT WITH	We will still be left with the small the small little part of our former district in and around Cornwall.	24A-67-5
BE MIXED UP	I've been mixed up so much with people who have immigrated from England.	18A-4-9
BE PLEASED WITH	Let me say I'm very pleased with the three teachers that I have here.	22A-29-10
BE THROUGH	There's too much tendency on the part of our education that when they're through, they're finished on Friday night at 4 o'clock.	3-35-1
BE UP TO	He's had now six weeks and I suppose he's up to lesson twenty of the first degree.	21A-21-7

BE UP TO (YOU)	All he wants is us to raise his salary 6%. Well, that's up to you.	14A-38-3
BE USED TO	You kind of strain your ear trying to say things that you can't, that you're not used to.	22A-41-7

A CATALOGUE OF FIXED EXPRESSIONS
FROM A CORPUS OF SPONTANEOUS SPOKEN ENGLISH

1 The alphabetic master list
2 Identified with reference to semantic classification

CODE	
AC	Analogy - Contrast
CI	Circumlocutions
DD	Definite, Decisive, Positive Reaction
ET	Echo - Tag
EM	Emphasis
GC	Greetings - Closings
ID	Idioms
II	Indefinite, Indecisive, Neutral Reaction
IN	Introductory
OF	Officialese
PI	Pause - Interjection
PO	Personal Opinion
PL	Place
QU	Quantification
RQ	Rhetorical Questions
TE	Time Expressions
VE	Vogue Expressions
MF	Mixed Fixed

ABOUT	about four-thirty or five o'clock	TE
	about one of the best opportunities	II
	about one in seventeen	II
	that's just about right	II
	about two years or so	TE
AD	ad infinitum	CI
ADDITION	(and)* in addition (to this)	PI
ADVANCE	in advance	OF
ADVANTAGE	to great advantage	CI
AFRAID	I'm afraid (that)	PI
	a little afraid of	QU
AFTER	and after that	IN
	good afternoon	GC
	in the afternoon	TE
AGAIN	again and again	EM
	never* again	EM
AGAINST	if you're against* it	PO
AGENDA	on the* agenda	OF
AGES	in past ages	TE
AGO	a moment* ago	TE
	some time ago now	TE
	that was quite a while ago	TE
	about a year and a half ago	TE
	a couple of years ago	TE
	a hundred years ago or so	TE
AGREE	I agree fully	DD
	we all agree	DD

AGREE	I (don't)* agree (with you)	DD
	I completely* agree	DD
	I couldn't agree more	DD
	I'm not in agreement with	DD
AHEAD	what do you think's ahead for	MF
ALARM	a false alarm	ID
ALL	after all	EM
	that's all	EM
	is about all that I can take	EM
	(that's what it's) all about	EM
	what's it all about	RQ
	all across Canada	PL
	all along	EM
	that's really all it amounts to	OF
	all the worst aspects of	EM
	all at once	EM
	all over again	EM
	it's all to the good	EM
	all kinds of (problems)	EM
	oh, it's all right for her to talk	MF
	that's so all-fired smart	VE
	(and) all that*	EM
	all three of you	EM
	all (those things) together	EM
	all through the province	EM
	it's all up to you	EM

AMOUNT	a (certain)* amount of	QU
	in a given amount of time	QU
ANY	at any rate	PI
	if any	PI
	but* anyhow	PI
	or anything else	CI
	anything like that	CI
	anyway	PI
	for me anyway	PO
	anywhere	EM
	any more than	AC
	by any means	EM
	(from) any point of view	EM
	in any way	EM
APART	apart from that*	EM
APPEAR	but it appears to me	PO
APPRECIATE	I'd appreciate it very much	OF
AREA	in one area or another	QU
	some of the areas	QU
	in this* (particular)* area	QU
AROUND	around the house	PL
AS	as a matter of fact	PI
	as a means of	CI
	as quickly* as possible	EM
	(so) as I* say	EM
	as is	EM
	as it is now	IN

AT ALL	(not) at all	EM
	any ... at all	EM
	anything at all	EM
BABY	oh baby	VE
BACK	way back about 1943 or so	TE
	as far back as	TE
	(way) back in* the early days	TE
	this is back now	ID
	back at the shop	PL
	back and forth	AC
	in the background of	OF
	adequate administration back-up	OF
BAG	it wasn't my bag	ID
BASH	bashing your head against the wall	ID
BASIS	on the* basis (of)*	QU
	I was on a first-name basis	OF
BATTLE	this battle going on in my mind	ID
BAULK	baulk at the idea	ID
BEAR	bear little fruit	ID
BEAT	to beat the band	ID
BEGIN	to begin with	IN
	from beginning to end	AC
	in the beginning	IN
BEHIND	Canada is away behind	EM
	I'm behind the eight ball	ID
BELIEVE	believe it or not	EM
	believe me	EM

BELIEVE	I (don't) believe	PI
	I believe so	ET
	do you really believe that	RQ
BENEFIT	there are some good fringe benefits	OF
BESIDES	and besides that	PI
BEST	the best of both worlds	ID
	to the best of my knowledge	CI
BET	I'll bet there's a way	DD
BETTER	better off	AC
	any better or any worse	AC
BETWEEN	in between	MF
	that's between you and the employer	ID
BIT	every bit as good as	EM
	a (little)* bit of (loose cash)*	QU
	not a bit	EM
BLACKMAIL	this is a form of blackmail	ID
BLESSING	it'd have been a blessing	ID
BLOW	it was quite a blow	ID
	there were no blow-ups	ID
	the blow may be softened slightly	ID
	blow the plant up	ID
BORING	a little boring after a while	QU
BOTH	both good and bad	AC
BOARD	on the board of	OF
BOUND	are bound to be over shadowed	ID
	is bound to continue to be	ID
BOY	and boy! that's ...	VE

BOY	(boy) (oh) boy	VE
BRANCH	in my own branch	OF
BREAD	the bread and butter kind of things	ID
BREAK	(to) take a ... break (now)	ID
	you just want a break	ID
	to break the sound barrier	ID
BRING	bring this to fruition	ID
	that brings up to point of	IN
	(has) brought home to (me)	ID
BUG	bug the rooms	ID
BUNCH	a new bunch of people	ID
BUSHED	I'm* (just) bushed	ID
BUSINESS	people in business	OF
	the* (whole) business of	OF
BUY	I don't buy that	ID
BY	by and large	ID
	by just doing this	CI
BYE	bye (bye)	GC
	good bye	GC
CALL	call a halt	ID
	call me	MF
	as you call them	PI
	close calls	ID
CASE	as the case may be	CI
	in (my)* (own)* case	QU
	in (almost all)* cases	QU
	in any case	PI

CASE	in a case like this	QU
	it's just a case of	QU
	that* is the case (with)	DD
	that's* (going to be) the case	QU
	there are cases when maybe	QU
CARRY	a carry-over from	ID
	to carry the load	ID
CATCHING	(we're) catching it	ID
CEILING	low ceilings	ID
CENTURY	for centuries	TE
CERTAINLY	certainly it does	ET
	well, certainly	DD
CHANCE	(but) chances are (that)	IN
	by chance	MF
	chance entered the picture	ID
CHARGE	in charge of (flying)	OF
CHICK	some old chick	ID
CHRIST	for Christ's sake	VE
CIRCLE	your circle of friends	ID
CIRCUM-STANCE	under such circumstances	CI
	due to unforeseen circumstances	OF
CLOCK	the clock is going round and round	ID
CLOSE	a close face-to-face relationship	ID
	close to my heart	ID
	something that's closer to home	ID
	who's very close to this matter	ID
COAST	this coast to coast radio special	EM

COAST	on the West coast	PL
COFFEE	at coffee	OF
COG	cog in the machine	ID
COME	it comes (down) to that	EM
	this comes easy to me	MF
	come first	MF
	come hell or high water	ID
	come in contact with	ID
	come off second best	ID
	come out about the same	ID
	come out on top	ID
	came up with some pretty searching questions	ID
	there's going to come a time	IN
	I'm coming right around to	IN
	come to understand	MF
COMMAND	to have a command of	MF
COMMENT	any comments on that	OF
	no comment on that	OF
	(without any further) comments	OF
CONCENSUS	there's concensus of opinion	OF
CONCENTRATE	concentrate with everything you have	EM
CONCRETE	have something concrete on the Minister's desk	OF
CONFUSE	confusing the issue	OF
CONTRIBUTE	contribute a lot to	CI
COPY	a carbon copy of the (U.S.)*	ID
CORNER	every corner in this city	EM
	on street corners	PL

CORRECT	correct	ET
	correct me if I'm mistaken	OF
COST	this attitude has cost Canadians dearly	MF
	at no cost to	OF
	costs are rising	ID
COUPLE	I would couple that remark with	CI
	(for just) a couple of hours*	TE
	(in the last) couple of months	TE
	a couple of steps*	QU
COURSE	in due course	CI
	in the course of (my) work(ing)	CI
	on the* course(s)	OF
	a little crash course	OF
CUT	I'm going to cut this guy's water off	VE
DAMN	damn it all	VE
	make damn sure	VE
	if he was told he had to, he was damned if he was going to	VE
DARE	I dare say	II
DARN	it's pretty darn awful*	VE
	pretty darn near 30 years ago	VE
	you're darn right	VE
	a darn thing	VE
	so darn many things	VE
DATE	to date	TE
DAWN	it finally dawns on me	ID

DAY	day to day	TE
	all day	TE
	every day	TE
	a full day	TE
	a half day	TE
	half days	TE
	an hour a day	TE
	I find the day far too long	OF
	a full day's work	OF
	I'd much prefer to see a shorter day	OF
	six* hours a day	TE
	on day-to-day use of	TE
	the last day but one	TE
	in the (older)* days (of)	TE
	in these (early) days	TE
	two a day	TE
	the other half a day	TE
	most of the day	TE
	and the next day	TE
	yeah, the other day	TE
DEAD	be seen dead	ID
DEADWOOD	become deadwood	ID
DEAL	a great deal (more) (of)	QU
	deal a great deal with	QU
DEEP	that's a little deep for you	ID
DEFINITELY	oh* (very) definitely	ID

DEGREE	a degree of sympathy with	QU
	to a significant* degree	QU
	to some degree	QU
	with a degree	QU
DEMANDING	it's not too demanding	OD
DEPRESSION	there was quite a depression	MF
DEVIL	how the devil	VE
DIFFICULT	a little difficult to take sometimes	CI
DISCUSS	to discuss something around the dinner table	ID
DISCUSSION	under discussion	OF
DO	what are you going to do about them	MF
	do any(thing) good (about)	MF
	do as you say	MF
	do something about	MF
	do something to	MF
	yes, please do	GC
	to do so	ET
	I really do	ET
	how am I doing	RQ
	did I ever	ET
DOUBT	(and) I doubt it	EM
	(theres) no doubt (about that*)	EM
	without a doubt	EM
DOWN	down and around	PL
	down and back	PL
	down East	PL
	down there	PL

DOWN	a little down on men	ID
DRAG	a bit of a drag	ID
DRAW	draw the line on	ID
DRESSING	just window dressing	ID
DROP	drops everything	ID
	over drop-out problem	VE
DUE	due at five	TE
DURESS	under duress	OF
DUST-UP	all the dust-ups over ...	ID
DUTY	it's our duty to do this	OF
EACH	each and every one	EM
	each of these	QU
EAR	have the ear for (it)	ID
	I had no ear at all	ID
	it's just my ear	ID
	if you have an ear for	ID
	kind of strain your ear	ID
	my ears stick up	ID
	you're out on your ear	ID
EARLY	early to bed and early to rise	ID
EARN	earn a reasonable living	OF
	earn up to a certain amount	OF
EASE	feel at ease with	MF
EASY	I'm easy	VE
EDUCATED	fairly well educated	CI
EFFECT	words to that effect	CI
	in effect	EM

EFFECT	far reaching effects	OF
ELSE	anybody else	EM
	more than anything else	EM
	or else	EM
	or anything else	EM
	everything else	EM
	like everyone else	EM
	someone else	EM
	something else	EM
	what else is available	EM
END	about the end of August	TE
	at the* end (of)	QU
	at the other end	QU
	by the end of	EM
	in the end	EM
	the flying end	ID
	to this end	OF
ENOUGH	far enough advanced	QU
ERA	the model "T" era	ID
ESTIMATE	as a rough estimate	ID
ET	et cetera	CI
EVEN	even if	EM
	and even more	EM
	(but) even so	EM
EVENING	good evening	GC
	(and then) in the evening(s)	TE

EVENING	for the evening	TE
EVERYONE	everyone of them	EM
	just about everyone	QU
EVERYTHING	just about everything	QU
EVIDENCE	that kind of evidence	OF
EXAMPLE	as an example of	IN
	a* classic* example (of)	OF
	(like) for example	IN
EXCELLENT	yes excellent	DD
EXCEPT	except to say that	CI
EXCUSE	excuse me	PI
EXPENSE	the added expense of	OF
	going to go to the expense of	MF
	at my own expense	OF
EXTENT	to (the full)* extent	EM
FACE	let's face it	ID
	in face-to-face situations	ID
	('re)* faced with	ID
	that does not face the facts	ID
	we'd better face that fact	ID
FACT	(and) in fact	CI
	in actual fact	CI
	the fact (of the matter) is (that)	CI
	just the fact of	CI
	(in spite of)* the fact (that)	CI
	(it's a proven)* fact (of life)	CI
	this is a fact	DD

FAIR	is this fair	RQ
	(that's) fair enough	DD
	it's fair to say	IN
FAIRNESS	in all fairness	EM
FALL	to fall in love	ID
	this coming fall	TE
	in the fall of 1967	TE
FAR	as far as ... (I'm* concerned)	IN
	by far	EM
	so far as	IN
	far less	AC
	far more	AC
	too far off	QU
FASHION	after a fashion	ID
FATHER	the fathers of	OF
FAVOUR	I'm very much in favour	PO
FEAR	for fear of	PI
FED UP	was ... fed up with	ID
FEEL	I* ('d) (honestly)* feel (that)	PI
	this made me feel good	DD
	if you feel like it	II
	feel* (quite) free to	ID
	should feel thankful that	OF
	I felt like it	MF
	get a feel of their operations	ID
	I have a feeling	PO
FENCE	on both sides of the fence	ID

FEND	fend for themselves	MF
FEW	(the odd)* few	QU
FIELD	in the* field(s) (of)	QU
FIGHT	fighting for their life	ID
FIGMENT	a figment of the imagination	ID
FIGURE	I (don't) figure	PI
FIND	(and) I* (don't) find (that*)	PI
	so you find that	PO
	I found out that	PI
FINE	(that's)* fine	DD
FINISH	they're finished	ID
FIRST	first of all	EM
	at first	EM
	the first of July	TE
	his job has to come first	EM
	in the first place	EM
	right from the first	EM
FLOOR	from the floor	OF
FLOW	in the* flow (of conversation)	ID
FLUX	in a state of flux	ID
FOLLOW	follow certain words	QU
	following the line of least resistance	ID
FOOT	foot the bill	ID
	on their true footing	ID
FOR	what you're for	PO
FORCE	force ... down ... throat	ID
FOREVER	almost forever	TE

FORTUNATE	we've been fortunate enough to	IN
FREEZE	the staff freeze	OF
FROM	from eight-thirty to five	TE
	from morning to night	TE
	from nine to five	TE
	from there on to 1951	TE
	I'm from St. Catherines	PL
FULL	read the report in full	MF
FUN	kind of fun to	VE
	this would be a fun job	VE
FUNNY	it was funny	VE
	it's funny you should say that	VE
	it's a funny question	VE
FURTHERMORE	and furthermore	PI
FUTURE	the future looks bright	ID
	(hopefully) in the (near) future	TE
GAME	a young man's game	ID
GATHER	I gather	PI
GEE	gee whiz	VE
GENERAL	in general	II
GET	if Canada's to ever get anywhere	EM
	get to the bottom	ID
	get a half decent education	ID
	get my feet wet	ID
	get (things) going	ID
	why would this rumor get going	ID
	you've* got everything* going (for you)	ID

GET	you've got me wrong	MF
	get them out of my hair	ID
	get our hands on	ID
	once they get the message	ID
	get to a point	ID
	get off the line	ID
	let's just get on with this	MF
	get in on it	ID
	get in touch with	ID
	trying to get into tune	ID
	trying to get into shape	ID
	get upset	MF
	we're not getting anywhere	ID
GIST	the gist of it	EM
GIVE	gives it a voice	ID
	give me the blast	ID
GO	as you go along	ID
	go into action	ID
	to go back to square one	ID
	go from the general to the particular	OF
	go home	MF
	go on	PI
	go on and on	EM
	go out the window	ID
	go through all the red tape	ID
	goes very much against the system	OF
	and everything that goes with it	ID
	going along ... for the ride	ID

GO	steady going	ID
GOD	good God, woman	VE
	and God knows	VE
	(my) God	VE
	for God's sake	VE
GOLLY	well, golly	VE
GOOD	they were good enough	QU
	its good for us	DD
	(that's* a) good (idea)	DD
	very good	DD
	and all to the good	EM
GOODNESS	my goodness (gracious)	VE
GRANT	I grant you	PI
	granted!	DD
GRAPES	it's just sour grapes	ID
GRAVY	by gravy flights I mean ...	ID
GREAT	it's been great	DD
GROUND	on that ground	ID
	they were grounded immediately	ID
GUESS	(oh) I (would)* guess	PI
GUIDE	along a guide line	OF
GUY	any guy	VE
	like the guy from	VE
	a little bit closer to those big guys	VE
HAND	at hand	ID
	at first hand	EM

HAND	got out of hand	ID
	in the hand of	ID
	on the one hand	QU
	(but) on* the other hand	QU
HANG	hanging fire	ID
	their* hang-up(s)	VE
HAPPEN	I happen to be	CI
	I happen to know	DD
	it happens that	IN
	what happens (if)	RQ
HAPPY	I'd be only too happy to	OF
HARP	get harping about	ID
HAVE	I'd had it	ID
	have ... in common with	ID
	have the heart	ID
	I have a hunch	ID
	didn't have any idea	MF
	I don't have it	MF
	have a program on	MF
	to have taste	ID
HEAD	head back East	PL
	where they are heading	ID
HEAR	can you hear all right at the back	OF
	I heard it first when	OF
	I've heard it said that	OF
HEART	in (to) the heart of (the thing)	ID
HECK	why the heck*	VE

HELL	(does me)* a hell of a (lot of good)*	VE
	get them the hell out of here	VE
	I'm going to go hell	VE
	how (in) the H(ell)	VE
	what the hell!	VE
	to hell with this place	VE
HELLO	hello	GC
HELP	this is a big help	DD
HELTER SKELTER	going helter skelter	ID
HENCE	and hence	OF
HERE	but here again	EM
	(anywhere) around here	PL
	from here to there	PL
	out here*	PL
	over here	PL
	here and there	AC
	up here*	PL
	here's our next caller	OF
HIT	a hit and miss (affair)	ID
	it hit me like a ton of bricks	ID
	hit him over the head	ID
HOLD	hold his own	ID
	hold it!	PI
	let's hold it every month	ID
HOME	at home	PL
	away from home	PL
	back home	PL

HOME	home breakers	ID
	and I'm home free	ID
	get home	PL
	go home	PL
	in the home	PL
HONEST	I'll be honest with you	CI
	I'm being perfectly honest about it	PO
HOOK	I was hooked	ID
HOPE	hopefully	PI
HOUR	(for)* half an hour (or so)	TE
	at about 85 miles an hour	TE
	at the end of half an hour	TE
	about two hours	TE
HOW	(so) how about (it)	RQ
	how are you	GC
	how do you do	GC
	remember how it goes	MF
	I don't know how to put it	MF
HUMAN	this is human nature	CI
HUNDRED	a hundred and one things	EM
HUNG UP	you get hung up on little words	ID
IDEA	I don't have any idea of	EM
	a (pretty) good idea	DD
	it's probably a good idea	II
	my idea of	PO
IDEAL	that's the ideal	EM
IMAGINE	can you imagine	RQ

IMAGINE	I (should)* imagine	PI
IMPLY	he as much as implied	OF
IN	and another method is in	VE
	in and around Cornwall	PL
	in that	PI
	in the West	PL
INCIDENTALLY	and incidentally	PI
IN-DEPTH	in-depth study	OF
INDICATE	and as I indicated	PI
INPUT	(a very great) input of*	OF
INSOFAR	insofar as ... (is concerned)	QU
INSTANCE	(take) for instance	IN
	in the initial instance	PI
	in some* instance(s)	QU
INSTANT	in an instant	TE
INTAKE	on intake	VE
INTERESTING	it's been interesting	II
IT	, isn't it	IT
	that's it	EM
	that was probably it	II
ITEM	now on the first item	OF
JEEZ	jeez, that made me feel good	VE
	by jeez	VE
JUST	had just about enough of	CI
	just the idea of	CI
	just as soon do this	CI
JOB	off the job	OF

KEEP	are we just going to keep going	MF
	keep busy	ID
	keep in touch (with)	ID
	keep me out of trouble	ID
	keep up to date	ID
	keep the wheels turning	ID
	keeping your hand in	ID
	keeping him in line	ID
	in keeping with	CI
	keeps an eye on	ID
KICK	kick (them) in the pants	ID
KILL	can kill it	ID
KIND	kind of like to	II
	(and this*) kind(s) of (thing)*	QU
KNOCK	you can knock people's heads together	ID
KNOW	I know for a fact (again)	CI
	(oh,)* I (really)* (don't)* know (that)	PI
	I don't really know	II
	we (all) know	PI
	you know	PI
	you all know	PI
	(now) as you* (all) know	IN
	you don't know	PI
	you know very well that	IN
LABEL	people put labels on one another	ID
LACK	just sheer lack of initiative	OF
LADY	ladies and gentlemen	IN

LARGE	at large	OF
LAST	and last but not least	EM
LATER	later on	TE
	a little later	TE
LAY	lay it at the feet of the monarch	ID
	lay his record on the line	ID
	a lay-off	OF
	laying the ground work	ID
LEAST	(but) at least	EM
	at the very least	EM
	(so) at least	QU
LEAVE	leave of absence	OF
LEFT	I've left my name	MF
LESS	less and less	AC
	even a little less	AC
LET	let alone	EM
	and then let you alone	ID
	and just let it drop	ID
	to let that go by	ID
	let me make my point	IN
	let me mention	IN
	let me put forward	IN
	let me say	IN
	let me just tell you that	IN
	let's go back to	IN
	let's hear about	IN
	let's* say	IN
	(now) let's see	IN

LET	let's take an example	IN
	let's take the matter of	IN
LEVEL	at the (design)* level (of)	QU
	the most hard pressed level	ID
	you want me to level with you	ID
	what level are you on	ID
	at all levels	ID
LIFE	all my life	EM
	(it's) a* good life	ID
	for the life of me	ID
	life style	ID
	that's the life we live	ID
	and this is the life, eh	RQ
LIGHT	in the light of	ID
	considered in a different light	ID
LIKE	like a, like a	PI
	like anything else	CI
	like everybody	CI
	places like that	CI
	people* like this*	QU
	statements* like that	QU
	go on like a jack hammer	ID
	like (if) ...	PI
	I'd like (to make a comment)*	IN
	the other thing I'd like to say is that	IN
	I'd like to very much	ET
	I wouldn't like to think	CI

LIKE	if you like	II
	(do) what you like	II
LINE	I was in line for	ID
	(keep) in line with	ID
	(in their own) line of work	ID
	out of line	ID
	a few of my best lines	ID
	along (the same)* lines (of)	ID
	different lines	ID
	pursue their own line	ID
	(put) on the line	ID
	right up the line	ID
	in some of the (same)* lines	ID
LIST	on your list	QU
LISTEN	(well) listen	IN
	I was listening to something about	IN
LITERALLY	literally thousands	EM
LITTLE	as little as possible	QU
	little by little	QU
	very little, if any	QU
LIVE	live by it	ID
	going to live the language	ID
	living right in	PL
LONG	as long as	QU
	so long as	QU
	over the long haul*	ID
	any longer	AC

LONG	I no longer feel that	IN
LOOK	(now) look	PI
	a close look	ID
	an overall look at things	ID
	the everyday business of looking after	ID
	lookit	IN
	looks like it	MF
	looks upon this as	CI
	it sure looked like	EM
LOOSE	on the loose	ID
LORD	Lord knows what it was	VE
LOSE	(you) lose (a bit of) ground	ID
	he was completely lost	ID
LOT	it's a lot easier said than done	MF
	it's a lot to do with	CI
	a (whole)* lot (of trouble)*	QU
	quite a lot (more)	QU
	lots (of people)*	QU
LOVE	I would dearly love to	EM
LOW	he's low class	ID
	low class is low class	ID
LUKEWARM	sort of lukewarm towards it	ID
LUNCH	at lunch	OF
MAKE	made no real attempt	OF
	I've never quite made it	MF
	make a break with the past	ID
	we make a big case for	ID

MAKE	to make a comment or two	OF
	I would just* like to make of (small) comment on that*	OF
	make the grade	ID
	we're making headway	ID
	never* going to make	ID
	make a kind of policy decision	OF
	make a mess of	ID
	to make my move	ID
	you can't make a purse ... out of a sow's ear	ID
	make sense	ID
	you* make me sick	ID
	make sure (that)	MF
MAN	come on, man	VE
	the everyday working man	OF
MANY	a good many	QU
MASTER	the master of his fate	ID
MATTER	(as) a matter of fact*	CI
	for that matter	CI
	it (really) doesn't* matter (what)	II
	it's (not) (just) a matter of	IN
	no matter	II
MAXIMUM	about ten students maximum	VE
MAY	may I just	RQ
MEAN	(oh)* you* mean	PI
	(now) by that* I mean	IN
	now what do I mean by that	RQ
	what I mean(t)	IN

MEAN	it* (just) means (that)	IN
	oh, by all* means	DD
MEANINGLESS	it's quite meaningless	DD
MEANTIME	in the meantime	TE
MEND	mend some political fences	ID
MENTION	that you mentioned earlier	CI
MIDDLE	from the middle of August to about the end of ...	TE
MIGHT	might as well	EM
MINCE	the task force minced no words	ID
MIND	(now)* mind you	PI
	their minds would go blank	ID
	(that) come to mind	ID
	have* (that)* in mind	ID
	what we have in mind	IN
	in my (own) mind	ID
	in the minds of	ID
	keep an open mind on this	ID
	make up their mind	ID
	out of his mind	ID
	to speak your mind	ID
MINUTE	by the minute	TE
	for just a minute	TE
	just a minute (now)	PI
	about 5 minutes away from	TE
	take maybe 2 or 3 minutes	TE
MISS	missing the point	ID
MOMENT	(perhaps) at this* moment	TE

MOMENT	in a (few) moment(s)	TE
	in just one moment	TE
	for one moment	TE
	take a moment	TE
MONEY	money was no object	OF
MONTH	over the past 3 months	TE
	after quite a few months	TE
MOOD	in the mood	ID
MOONLIGHT	from the moonlight and roses bit	ID
MORE	more or less	AC
MORNING	early in the morning	TE
	good morning	GC
MOST	most of all	EM
	for the most part	EM
MOUTH	waiting with their mouth open	ID
MOVE	it's a move in the right direction	DD
	the first move	ID
	moving from one side to the other	ID
	it's going to apparently move the government much more deeply into the control of	ID
	to move on a thing like this	ID
MUCH	as much as (possible)	QU
	far too much	EM
	it would be a little much	EM
	pretty much	EM
	so much so (that)	QU
	that much	QU

MUST	as it must	ET
NAME	the name of the game	ID
	they name names	ID
NATURAL	it just comes natural	VE
NATURE	things of this nature	CI
NECESSARY	as necessary as that may be	PI
	if necessary	PI
NEITHER	neither fish nor fowl	AC
	neither one way nor the other	QU
NERVE	the licence was nerve	VE
	their nerves get a little bit edgy	ID
NEVERTHELESS	nevertheless	EM
NEW	a brand new	EM
NEWS	do you have any news on that	MF
NEXT	and the next thing you know	EM
	you'd be next to useless	EM
NICE	wouldn't it be nice if	RQ
NICKEL	every* nickel	EM
NIGHT	good night	GC
	at night(s)	TE
NIP	nip it in the bud	ID
NONE	none or at least very few	CI
NORMAL	the normal course of events	CI
NOT	not only	EM
NOTICE	I notice also	IN
NOTHING	nothing to do with (it)	EM

NOW	as it is now	QU
	for now	TE
	now and then	AC
	so now	PI
NUMBER	for a number of weeks*	TE
	a (certain)* number (of other areas)	QU
NUTSHELL	all in a nutshell	ID
OBJECT	what's the object of the exercise	OF
OCCASION	have the occasion	OF
OF COURSE	(and then)* of course (not)	EM
ON	on film*	MF
	on Monday	TE
OFTEN	and very often	TE
OH	oh my!	VE
	oh no	DD
OFF	a little off balance	ID
	not off-hand	ID
	off and on	AC
	(in their)* off-period	OF
	off season	OF
	and off he went	EM
OFFICE	at the office	OF
O.K.	(oh) O.K. (now)	VE
	that's O.K. by me	VE
OLD	(the high priests)* of old	ID
ON	are politically not on	VE
ONE	it's A one	DD

ONE	a one-sided affair	ID
	(a) one to one (relationship)*	MF
	... it's one thing ... it's another	MF
	with one or the other	QU
	(for) one (reason) or another	QU
	from one to the other	QU
	have one without the other	AC
	one by one	QU
	the first ones to admit	EM
	the good ones	EM
	the odd ones	QU
ONCE	at once	EM
	and for once	EM
	once you start	EM
	once a week	TE
	once you get down to work	EM
ONLY	and not only that	EM
	the only thing is that	EM
	the only thing I can think of	EM
	you're not the only one	EM
OPEN	it's open to anybody	OF
	for opening the north country	ID
OPINION	(now) in my opinion	PO
	it's my personal opinion that	PO
	interested in your opinion	MF
OPPOSITE	(I'm) just the opposite	DD
ORDER	in order to	CI

ORDER	in the order of	OF
OTHER	just the other day	EM
	other than the fact that	CI
	in other things ... besides	CI
OUT	to get anything* out of it	MF
	getting more out of it	AC
	and that method is out	VE
	nine times out of ten	EM
	one or two out of nine	QU
	on the outside	OF
	on his* own	QU
	your time is not your own	EM
	on your* own	EM
OVER	over and above	EM
	over and over again	EM
OVERTIME	they're paid-off overtime	OF
OUT	out West	PL
PACKAGE	it's a package	ID
PAD	sort of a lauching pad	ID
PAY	it paid my way	MF
PALE	pale(s) into insignificance	ID
PAPER	on paper	OF
PAR	at par	OF
PARDON	pardon me	PI
PART	as a part of	QU
	(the basic)* part(s) of	QU
	to be part of	QU
	part of the French side of things	ID

PART	becoming more a part of	QU
	for my own part	QU
	in part	QU
	in some* parts of	QU
	on the part of	QU
	on their* part(s)	QU
	is part of it	II
	it's part of the reason why	QU
PARTIES	from both parties	OF
PARTING	a real parting of the ways	ID
PART-TIME	part-time (work with pay)*	OF
PASS	pass the hat around	ID
PAST	from the past	TE
	in the past	TE
PAT	pat (them) on the back	ID
PAY	I'm getting full pay	OF
	are ... paying the* shot for	ID
PENDULUM	the pendulum swings	ID
PEOPLE	people of a certain age	QU
PERIOD	period	VE
	over a period of (time)	TE
	question and answer period	OF
PERSONAL	my own personal deal	PO
	personally I don't think	PO
PERSONS	persons ... of my age	QU
PERSPECTIVE	out of perspective	OF
PHONE	over* the phone	OF
PHRASE	that phrase is very catchy	ID

PICK	it's easy to pick and choose	ID
PICTURE	the hockey picture	ID
	it's a typical picture	ID
PILE	cost you a pile more	ID
	piles and piles of immigrants	ID
PLACE	all over the place	PL
	from place to place	PL
	in the first place	IN
PLAY	play a game	ID
PLEASE	we would be most pleased	OF
PLUM	getting all the plums	ID
POINT	I don't see any point	IN
	no point at all	EM
	come to the boiling point	ID
	an excellent, well-taken point	EM
	point the finger of scorn at	ID
	the first point I would like to make	IN
	get to the point	EM
	to get my* point across	EM
	I made it a point	PO
	to make this point	EM
	perhaps the point to make is the fact	CI
	(this is) the point I('m trying)* to make	IN
	it might be a good point to mention	PI
	that's (precisely)* the* point	DD
	the point of no return	ID

POINT	right at that point	EM
	I don't see the point in	PO
	just a small point	PI
	surely, at some point	IN
	the point I'd like to stress	IN
	but the point is that	IN
	(and) at that* point	EM
	that's* the point	EM
	(that's) a good* point	DD
	there's also the point	IN
	this is the point that	IN
	on this very point	EM
	(from) my (personal) point of view	PO
	(from) the* point of view (of)	IN
	that's my point of view	PO
	this point is well taken	DD
	what's the point of this though	RQ
	(come)* to a* point (where)	EM
	here's the whole point	EM
POSITION	in my position	OF
	in (the same)* position	QU
	some such positions	QU
POSSIBLE	now this is possible	PI
POUND	pound my chief's desk	ID
POWER	in power	ID
	some bargaining power	OF
	the powers that be	OF
PRACTICE	in practice*	OF
	it has been the practice to	CI

PRAIRIE	on the prairies	PL
PREPARE	I'm (not) (quite) prepared to say	IN
PRESENCE	in the presence of	OF
PRESENT	at (the) present	TE
PRESS	he presses the button	ID
PRESSURE	pressures of work	ID
PRESUME	I presume	PI
PROBLEM	a problem we all have to face	ID
	the problem really is	IN
	practical day-to-day problem	OF
PROGRAM	the on going program	OF
PROCESS	in the process of	CI
PROJECT	on a project	OF
PROS	either the pros or cons to this	AC
PROVIDE	providing a reasonable living	OF
PUBLIC	in public	OF
	the general public	OF
	the public purse	ID
PUT	put into action	ID
	putting his finger on	ID
	put their heart and feeling into it	ID
	put this idea across	ID
	to put it crudely	IN
	I put it to you (another way)	IN
	to put it in a different way	IN
	let's put it that way	IN
	put into practice	OF

PUT	put a lot of time and effort in	CI
QUESTION	but the question is	CI
	(this is) a (very) fair question	PI
	it's just a question of	IN
	out of the question	ID
	put a* question (back) to	OF
	(it) raise(s) (an interesting) question (of)	CI
	this raises many questions	CI
	there is a question (then) of	CI
	there's no question about* that	DD
	it is questionable whether	OF
QUITE	quite frankly	PI
	we have quite a way to go	ID
QUOTA	on (a production) quota	OF
QUOTE	they quote figures	OF
RADIO	on (the) radio*	MF
RAISE	a ten-dollar raise	OF
	raise ... extra money	ID
	raise other points	OF
RATE	at any rate	EM
READ	to read a paper	OF
	as I read the Task Force report	IN
REASON	for that reason	CI
	for a number of reasons	CI
	there's no reason why	IN
	that's the reason for that	DD
	one of the reasons	EM

REAL	in real life	ID
	really, (it is)	DD
	not really	DD
	I really can't say	II
RECALL	as you recall	OF
RECORD	not according to our records	OF
	on the records	QU
RED-CIRCLE	in jeopardy of being red-circled	OF
REGARD	in regard to	CI
	in this* regard	CI
RELATION	in relation to	CI
REQUEST	on request	OF
RESIDENCE	in residence	PL
RESPECT	in (this)* respect(s)	CI
	with respect to	CI
REST	and all the rest (of it)	CI
	like the rest of the people	MF
RESULT	as a result (of this)	CI
RIGHT	(that's quite)* all right	DD
	all right (then)	II
	right away*	EM
	right at the beginning	EM
	right, it does	DD
	right from 1 to 5	EM
	that's* just about right	II
	oh, right from the start	EM
	right here	EM
	given the right kinds of opportunities	IN
	to the right or to the left	AC

RIGHT	right in the middle of	EM
	right-oh	VE
	it's right out of	EM
	right over	EM
	right at this stage	ID
	is(n't) that right	RQ
	(yes) (that's)* right	DD
	I don't think that's right	DD
	that's not right	DD
	right or wrong	AC
	you're (quite) right (on that)	DD
	right up at the top of	EM
ROLE	a role to play	ID
	in such a role	ID
ROUND	when the second round came	ID
ROWS	there were no big rows	ID
RUB	rub shoulders with	ID
RULE	as a rule	QU
RUN	the Vancouver-Victoria run	ID
	a real good run-around	ID
	in the normal run of	ID
	in the short run	ID
	to be run by the best brains of	ID
	to run our own city	ID
	idea of running a course	ID
	running the language school	ID
	time is running out	ID
SAKE	for the sake of	CI

SAKE	for your sake	EM
SALE	put up for sale	MF
SAME	and it's still very much the same	OF
SAVE	this saved the day	ID
SAY	as I've* said (before)	IN
	(take), say, (an hour and a half out of the day)	PI
	(for), say, (five or six hours a day)	PI
	say (in Quebec*)	PI
	they* (don't) say	IN
	(and) as I* say	PI
	but again, as I say	CI
	(as) I* would* say	IN
	that is to say	PI
	is this to say	RQ
	shall we say	RQ
	would you say	RQ
	if I may say so	PI
	now say	EM
	what I would say	IN
	what you're saying (then) (is)	IN
	(if), you're* (simply)* saying	IN
	the government says	IN
SCARE	scared stiff	ID
	scare you to death	ID
SCHOOL	a school of thought	ID
SCRATCH	is that from scratch	ID
	scratching the land	ID

SCREEN	on the screen	MF
SEAT	it is the seat of the national government	ID
SECOND	second rate	ID
	I'll second that	ID
SEE	(but) see	PI
	(oh) I see	PI
	(oh) I could* see	PI
	I don't see	PI
	(so)* you see	PI
	as we see it	PI
	would you see	RQ
SEEM	you can't seem to conceive of the idea of	CI
	(now) it* seems* (to me) (that)	IN
	it doesn't seem to me	IN
SENSE	in a sense	II
	in its broader sense	QU
	(so in the)* sense (that)	QU
	a (greater) sense of	QU
	in two senses	QU
	just common sense	MF
SERVE	coming into the service	OF
	23 years of service	TE
	serving a function	OF
SESSION	in session	OF
SET-UP	a change in the ... set-up	OF
	in the original set-up	OF

SELFISHNESS	it's just plain selfishness for ...	EM
SEPARATE	separate and apart from	EM
SHARPER	we were sharper than	ID
SHOE	now the shoe's on the other foot	ID
SHOP	in our shop	OF
SHORT	(are)* (very) short-lived	ID
	very shortly	TE
SHOT-GUN	a shot-gun approach	ID
SHOW	maybe your failure is showing	ID
SHOWPIECE	a grand showpiece	ID
SHRUG	shrugged his shoulders	ID
SICK	sick to my gut	ID
SIDE	just a side comment on	ID
	on the English side	QU
	on one* side	QU
	from the other side	QU
	on one side or the other	QU
	on the other side	QU
	your side of the story	PO
	on all sides	EM
SINCE	since the days of	TE
SIT	the work sits there	OF
SINGLE	not one single player	EM
SLACK	a slack period	OF
SLIP	slipping a little	ID
SNAP	a snap election	ID
SO	(and) so	EM
	and becoming more so	ET

SO	so called (lover)*	QU
	we are doing so	ET
	so far	EM
	I know this to be so	ET
	so many years	QU
	very much so	ET
	so and so	CI
	doing so and so	CI
	so long as	IN
	and so forth	CI
	and so on (and so forth)	CI
	(2500 words) or so	ET
	just say so	ET
	I would say so	ET
	so I said	ET
	so it seems	ET
	so that (indeed)	EM
	that's not so at all	DD
	is that so	RQ
	so I* think (that)	EM
	(yes) this is so	ET
	I suppose so	ET
SOMETHING	(or) something (like that*)	CI
	there's something about	EM
	I said something about	PI

SOMETHING	something in black and white	ID
	I have something in common with	IN
	something else	CI
	a certain extra something	EM
	it had something to it	QU
	something or other	CI
	something's gone sour	ID
SOMEWHERE	somewhere around here	CI
	somewhere near the Hill	ID
SOONER	sooner or later	AC
SORRY	(I'm very) sorry	PI
SORT	any great sort of	EM
	a sort of grandstand surgeon	ID
	in all sorts of ways	EM
	(a)* sort(s) of (thing)*	QU
	(in)* some sort of (a way)*	QU
SOUND	this idea should be a sound one	ID
SPARK	sparked interest	ID
SPEAK	speaking of	PI
	(but) generally* speaking	PI
	so to speak	CI
SPEED	just about my speed	ID
SPOT	on the spot	PL
SPRINGTIME	in the springtime	TE
STAFF	on staff	OF
STAGE	at (the early)* stage(s) of the game)	ID
	to set the stage	ID

STAKE	(more than jobs) at stake	ID
	the stakes are tremendously high	ID
STAND	let their names stand	OF
	as it now stands	OF
STANDARD	a reasonable standard of living	OF
STANDPOINT	from our* standpoint	OF
START	for a start	IN
	start from scratch	ID
STAY	like staying in shape	ID
STEER	must steer clear of	ID
STEM	stems from the fact	ID
STEP	that steps be taken by	ID
	one or two steps away from	ID
STICK	stick to what you're being taught	ID
	stick strictly to the lesson	ID
STOP	we can't stop the clock	ID
STORE	what's in store	ID
STRAW	the straw that breaks the camel's back	ID
STRETCH	(enough) at one stretch	ID
STRIKE	how does that kind of idea strike you	ID
	and then suddenly it strikes me	ID
STRING	with no strings attached	ID
STRIPS	on the film strips	QU
STREET	the person on the street	OF
	in the street	PL
	on the street	PL
STRESS	the stress should be on	CI

STRONG	some pretty strong things to say about	ID
STYLE	the American style of life	ID
SUBJECT	(from reading) on the subject	QU
SUCCESS	with varying degrees of success	CI
SUCH	as such	EM
	(in a country) such as (this)	EM
	such as now	EM
SUDDEN	all of a sudden	TE
SUGGEST	(well) I suggest	PI
	may I suggest that	RQ
SUM	to sum (it) up	CI
SUPPOSE	I suppose	PI
	one supposes	OF
SURE	(oh)* sure	DD
	(but) I'm (quite)* sure	DD
	(but) I'm not (at all) sure	DD
	sure enough	DD
	it sure is	DD
	their training sure showed	EM
SURFACE	(what) on the surface('d be)	ID
SUSPECT	I rather suspect	PI
SWALLOW	swallow my pride	ID
SWEAR	swearing her head off	ID
TAKE	take a person born ...,	IN
	to take a chance on my French	ID

TAKE	just take it as it comes	ID
	take into consideration	CI
	take for example	IN
	take myself as an example	IN
	this is a little hard to take	ID
	taking a person that's completely green	ID
	take a language*	IN
	take another look	MF
	taking a free ride	ID
	take more of a back seat	ID
	it'd take a pretty good man	MF
	I take it (that)	IN
	take his word for it	ID
	to take the words out of your mouth	ID
	(on)* take off	ID
	it takes a pretty big hunk out of the day	ID
	takes a ... view on	ID
	had taken the initiative to speak to	OF
	we've taken steps to strengthen	ID
	you got lots of takers?	ID
	taking* (the) time to	ID
	taking concrete action	OF
	he took a slap at the Establishment	ID
TAKEOVER	a wholesale takeover	ID
TALK	there was talk of	MF

TARGET	target date	OF
TASK	the Task Force	OF
TASTE	I have a bad taste in my (memory)	ID
TELL	tell it like it was	MF
	tell him to get lost	ID
	I'll tell you God's honest truth	ID
	I('ll) tell you (that)	EM
	you're telling me?	RQ
TERM	long term needs	OF
	as a long term view	OF
	so in the short term	OF
	in terms of	QU
	in general terms	CI
TERRIFIC	a terrific method*	VE
TEST	the acid test is	ID
THANK	(I'd like to) thank you (very very much) (for the call)	GC
	thanks (for the call)	GC
THAT	but that again	EM
	and all that	CI
	that is,	PI
	that's all	PI
	and that's it	EM
	that's that	EM
THEN	and then	PI
	but then (again)	EM
	by then	EM
THERE	there is a tendency to	CI
	there you are	DD

THERE	there it is	DD
	and from there	IN
THEREFORE	and therefore	EM
THING	and another thing	CI
	here's the thing	IN
	the only thing (I know about) is	IN
	for one thing	EM
	that's one sure thing	EM
	(doing) your* own thing	VE
	exactly the same thing	EM
	such a thing as this	CI
	the surprising thing is that even	IN
	when things are good	MF
	and things like this*	CI
	and all those things	CI
THINK	I think (that)	PI
	we think	PI
	you('d) think	PI
	I think the thing is that	IN
	I can't think	PO
	I (don't) think so	ET
	(and) I don't think (that)	PI
	no I think (that)	PI
	I would* think (that)	PI
	(again)* I (just)* think (that)	PI
	would* you think so*	RQ
	I'm thinking	PI

THIS	(this) to me	EM
	and this, that and the other thing	CI
THOUSAND	or a thousand other things	PI
	like thousands of others	PI
THROUGH	am I through	ID
	had gone through the same thing	MF
THRUST	thrust into our laps	ID
TIME	just about the time	TE
	it's about time	TE
	all the time	TE
	for all time	TE
	of all time	TE
	at (the present)* time(s)	TE
	by the* time	TE
	times have changed considerably	MF
	come through time	TE
	(when) it comes time (for)	TE
	on (the) company time	OF
	it's too time-consuming	OF
	during that time	TE
	have enough time to	TE
	every time	TE
	there could always be a first time	PI
	for the first time	EM
	as time goes on	TE
	a good time	ID
	it's as good a time now	TE

TIME	(so that) in time	TE
	(quite) a long time	TE
	a lot of time	TE
	the men of his time	TE
	most of the time	TE
	in my mother's time	TE
	(show up) on time	TE
	on one's own time	OF
	90 per cent of the time	TE
	(over a)* period of (time)	TE
	a point in time	TE
	at that point of time	TE
	putting in time	TE
	since that time	TE
	some time in August	TE
	for some* time	TE
	we spent some time with	TE
	take (a little)* time (out)	TE
	there are times (when)	TE
	time and (time) again	TE
	from time to time	TE
	until such time	TE
	until the time comes	TE
TO-DO	we had a great to-do with it	EM
TOKEN	by the same token	ID
TOMORROW	tomorrow afternoon	TE
TOP	(coming) on top of (all)	EM

TOP	the top dogs	ID
	top speed of	ID
	on top of that	ID
TOPIC	as a number one topic	OF
TOTAL	in total	EM
TOWN	the edge of town	PL
	in town here	PL
	out of town	PL
TOY	I toyed with the idea	ID
TRADE	I wouldn't trade places	ID
TRAFFIC	whatever the traffic would bear	ID
TRAINING	on-the-job training	OF
TRACK	the right track	ID
TRAMPLE	trampling all over religious rights as well	ID
TREAT	treating poor people like dogs	ID
TRIANGLE	the eternal triangle	ID
TRIP	on a bad trip	ID
TROUBLE	going to all that trouble	EM
	with no trouble at all	EM
	in real trouble	EM
TRUE	now is it not true	RQ
	(yes) that's* (very)* true	DD
	the same thing is true	DD
	nothing could be further from the truth	DD
TRY	try and get someone	ID
TWIST	(a bit of)* a new twist	ID
TWO	between the two of us	QU

TWO	in two's or three's	QU
TYPE	of (that)* type	QU
	this type of	QU
	(a)* type(s) of (thing)*	QU
UNDER	under attack	MF
UNDERSTAND	(as) I understand (it)	PI
	I don't understand that	PI
UP	now I know what you're up against	ID
	you're up the creek	ID
	by up-dating	ID
	(bring this)* up to date	ID
	no upstanding firm	ID
	I'm not much up on that	MF
UNTIL	till after midnight	QU
USE	make use of	CI
	using this as a stepping stone	ID
USUAL	as usual	PI
UTMOST	of utmost importance	EM
VIEW	in view of (the fact that)	CI
	my view is	PO
	in my (own) view	PO
	(from) my (personal) point of view	PO
	from my viewpoint	PO
WAGE	this wage-control thing	OF
WAIT	wait a minute (now)	PI
	(now) wait (a minute)	PI
WALL	I was just about climbing up the wall	ID
	I could crawl up the wall	ID

WALL	drive you up the wall	ID
WANT	if you want	II
	if you want to say	IN
WAR	after the war	TE
WASTE	it's a waste of time	ID
WAY	in (such) a way	QU
	way ahead	ID
	in another way	QU
	the best way I can answer that is to say this that ...	CI
	by way of	OF
	(and) by the way	PI
	in a certain way	QU
	in this (very) (general) way	QU
	if I had my way	ID
	you can have it both ways	ID
	just the way	QU
	(in) no way (alike)	EM
	the other way	QU
	no other way of	EM
	(in) one way or another	QU
	one way or the other	QU
	one way is just as bad, as the other	QU
	in a personal way	QU
	I have problems that way	QU
	put ... any old way	MF
	when you put it that way	MF
	in the same way	QU

WAY	in some (other) way	QU
	in the way of	QU
	(there's)* no* way around (it)*	ID
	an easy way out	ID
	all the way down the line	ID
	(in the Canadian)* way of life	ID
	a way of living	ID
	that's* the way (it goes)*	MF
	they just do things their own way	MF
	in a two-way fashion	QU
	we're well on the way	ID
	(and) in many* ways	QU
WEEK	a five-day week	TE
	40 hours a week	TE
	just last week	TE
	$70 (of $80) a week	OF
	over the weekend	TE
	about 3 or 4 weeks	TE
WEIGHTY	a document as weighty as is this report	OF
WELCOME	welcome to	GC
	we would welcome	OF
WELFARE	on welfare	OF
WELL	as well	EM
	as well as	CI
	just as well off	AC
	this may well be	II
	very* well	DD
	all well and good	DD

WELL	as well it should	ET
	(oh)* well (now)*	PI
WERE	as it were	PI
WHAT	or what	RQ
	what do they call it	RQ
	to what effect*	EM
	what's more	IN
	or what have you	CI
WHATEVER	or whatever ...	ET
	whatever they call it	CI
	or whatever you like	CI
	(or) whatever (it was)	CI
	through whatever means	EM
	no mention whatsoever	EM
WHATNOT	(and)* whatnot	PI
WHERE	where I come from	PL
WHEREAS	whereas now*	IN
WHETHER	whether (they like it) or not	CI
WHICH	which it does*	ET
WHILE	(for)* a (short)* while	TE
	it took quite a while to get	TE
	it will be a while yet	TE
WHOLE	as a whole	QU
	on the whole	EM
WHOLLY	not wholly in favour of	II
WHY	why not	RQ
	why in the world	RQ

WILL	if you will	II
WISH	if you wish	II
	I wish you luck	GC
WITH	you're* with it	VE
	get with it	VE
	even with ... or without	AC
WOMAN	another woman	ID
	(all) cheap women	ID
	the other woman	ID
	the single woman	ID
WONDER	I (just) wonder (if)	PI
WOODWORK	out of the woodwork	ID
WORD	have the last word	ID
	(and) in other words (perhaps)	PI
WORK	a full day's work	OF
	out of work	OF
	working night and day	TE
	working to a routine of	OF
	you've some bugs to work out	ID
WORLD	(all) around the world	PL
	all over the world*	PL
	into the business world	OF
	(the) world over	PL
WORTH	that might be worth discussing	OF
	worth doing	MF
	but it is really well worth looking at	ID

WOULD	it sure would	ET
WRONG	and don't get me wrong	DD
	there's something wrong somewhere	MF
YEAR	all year	TE
	2 or 3 years after that	TE
	almost ten years	TE
	in the beginning of the year	TE
	years behind me	TE
	each year	TE
	one year earlier	TE
	by the end of the year	TE
	the first year	TE
	around the first of the year	TE
	the following year	TE
	(just this) last year	TE
	for* the last (100)* years	TE
	7 or 8 years later	TE
	after so many years	TE
	in mid year	TE
	nine months a year	TE
	1, 2, 3 or more years	TE
	in the next few years	TE
	in no year was that amount spent	TE
	for (about) 30* years now	TE
	a year from now	TE
	once every year	TE
	the past year	TE

YEAR	over some years	TE
	down through the years	TE
	in 5, 10, 15 years' time	TE
	over the years	TE
YESTERDAY	like yesterday	TE
YES	oh*, yes	FI
YET	and yet	EM
	as yet	EM
	not yet	EM
	yet really	EM
UNCLASSIFIABLES	1930, '29, '30	TE
	even the 1940's*	TE
	for the 1930's	TE
	from 1930 on	TE
	in the early 1950's	TE
	in the thirties	TE
	since the 1920's* (30's)	TE

Calculations Involved in Preparing
TABLE's IV & V and SCHEMATIC's III & IV

Having dealt with three Sections of unequal size and taped under varying conditions, we were interested in analysing the similarities that might be apparent. The graphical comparison as seen in SCHEMATIC III resulted from our comparison of F.E.'s at various points of frequency throughout the corpus.

In order to construct the graph, it was necessary to establish both the ideal and the actual frequencies at the various stages in frequency.

TABLE IV is the record of our calculations. For example, to obtain the actual frequency of the first three F.E.'s of Section A, we set up a frequency list for Section A which accounted for the actual frequencies of the first three items as well as all others in the Section. To calculate the ideal frequency for each of the various levels, we based our calculations on the ideal ratio of the word count for Section A: 29,390; the word count for Section B: 22,933; and the word count for Section C: 79,213 to the total word count for the whole corpus: 131,536.

So, where the actual frequencies of the first three words in the Section A list accounted for 287, we worked out the ideal frequency by taking the total of these three actual frequencies times the total of all the F.E.'s in Section A and dividing the resulting number by the total number of F.E.'s in the corpus.

The percentages showing the differences in each case between actual and ideal frequencies were obtained by taking that difference multiplied by 100% and dividing by the ideal frequency in each instance.

In listing the resulting figure, it was necessary to note whether the difference was more or less than the actual frequency.

These figures were plotted on the SCHEMATIC III graph, choosing the significant levels of 3, 6, 12, to 106. The lines representing Sections A, B and C are in this way compared as to their negative and positive relationship to the ideal frequency shown as the vertical Line 0.

TABLE V and SCHEMATIC IV were arrived at in exactly the same way with, of course, the change to levels of 3, 9, 18, to 137, based upon the Two-Word Verb frequencies.